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ABSTRACT

This document is part 1 of the workbook for grade 6 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Over 75 performance objectives are included in this part of the grade 6 workbook, designed to develop numeration, statistical, geometric, computational, and measurement skills and concepts. (MNS)

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CIMS

COMPREHENSIVE INSTRUCTIONAL MANAGEMENT SYSTEM

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A Cyclical Mathematics Curriculum

Workbook Part I

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM & INSTRUCTION

SE 045 527

03-2006-31

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FOREWORD

The Comprehensive Instructional Management System (CIMS) is a unified mathematics curriculum for grades K-7. The curriculum is cyclical in design, and reflects the most recent New York City and New York State guidelines.

Utilizing the experience of our system's teachers, we have developed a teacher-designed curriculum that includes a rich selection of classroom-tested successful mathematics activities. The major goal of the CIMS mathematics project is to provide the classroom teacher with a well-structured, objective-based curriculum. All objectives are supported by a variety of strategies. Student mastery of these objectives is readily diagnosed through the system's testing component.

The curriculum format is structured to allow the teacher to determine the ability level of the students in the topic under study, and to permit the students to move forward at their individual rates. Each module of instruction provides the teacher with a set of related performance objectives. These objectives are supported by activities which probe and develop the students' readiness to undertake new skills and concepts. Further reinforcement is given to mastery of the objectives through accompanying student workbooks.

It is hoped that this curriculum will not only assist teachers in developing vital mathematics instruction, but will serve to expand and enrich students' mathematics skills.

Charlotte Frank

Charlotte Frank,
Executive Director
Division of Curriculum and Instruction

ACKNOWLEDGMENTS

The Comprehensive Instructional Management System (CIMS) was developed as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director. Dr. Peter Negroni, Community School Superintendent CSD 12; Dr. Harvey Garner, Community School Superintendent CSD 18; Carlos Edwards, Community School Superintendent CSD 23, and Joseph Pacheco, Community School Superintendent CSD 32 supervised the overall development of the CIMS program within their respective districts.

Morris Freedman, Director of the Office of Curriculum Development and Support; Irwin Kaufman, Director of Mathematics; Kenneth Bates, Director of CIMS; Maria DeSalvio, Assistant Director of Mathematics; Arthur Flug and Doreen Genkin, Assistant Directors of CIMS and Gene Menchini, Program Manager, Distributive Systems, Office of Data Processing Coordination provided overall supervision of this project.

Division of Special Education

Overall supervision of curriculum in addressing those students with special needs was coordinated by Edward M. Sermier, Chief Administrator, Division of Special Education.

Allan Dobrin, Office of Chief Administrator; Bebe Bernstein, Administrator, Curriculum Development Unit of the Office of Program Development and Geraldine Silver and Susan Wieder, Special Education Coordinators provided guidance and support in addressing these special needs.

Consultants

The program consultants responsible for reviewing the curriculum for mathematics accuracy were:

Harry Ruderman, Assistant Principal Supervision/Mathematics, Hunter College High School (Retired)
Helene Silverman, Associate Professor, Lehman College

Principal Writers

The principal writers responsible for planning the scope, sequence and engaging in the necessary research in writing of the modules were:

Stephen Rappaport, Assistant Principal I.S. 171K
Sara Jane Bass, CIMS Curriculum Leader
Judith Fein, CIMS Curriculum Leader
Lorraine Wan, CIMS Curriculum Leader
Rochelle Watnick, CIMS Curriculum Leader

CIMS District Curriculum Workshops

Each of the participating CIMS community school districts organized a curriculum workshop to write the various curriculum levels.

Community School District 12		Community School District 18	
Mary J. Teshara	District Mathematics Coordinator	Jack Friedman	CSD 18, Director CIMS
		Selma Mitlitsky	District Mathematics Coordinator
Valentin Acabeo	C.S. 134X		
James F. Gilligan	I.S. 116X	Eileen Backer	P.S. 135K
Selma Gunther	C.S. 50X	Lillian Frechtman	P.S. 279K
Betty Anne Jackson	C.S. 47X	Merle Glass	P.S. 219K
Mark Lehrer	I.S. 158X	Howard Mankes	P.S. 219K
Jewel R. Moolenaar	I.S. 143X	Lillian Pecker	J.H.S. 252K
Marcia Ann Rudnitsky	C.S. 102X	Virginia Pero	J.H.S. 211K
March Dale Stecker	C.S. 47X	Carol J. Reale	P.S. 235K
Ira K. Victor	C.S. 77X	Arlie Solcla	J.H.S. 252K
Leonard Zavlick	C.S. 92X	Renee M. Tardi	P.S. 219K

Community School District 23

Wallace Dimson,	District Mathematics Coordinator
Gloria Allen	
Marshall Belson	P.S. 183K
Abraham Butensky	P.S. 165K
Janice Ellenbogen	P.S. 298K
Ruth Fennell	P.S. 298K
Gladys H. Galamison	P.S. 156K
Bruce Landau	P.S. 327K
George McMullen	P.S. 183K
Carmella Murden	J.H.S 275K
Martha Hilinski-Pepe	P.S. 327K
Rochelle Sanders	P.S. 327K
Gary Wexler	P.S. 41K
Priscilla A. Williams	I.S. 271K
Frederick Zwibel	P.S. 184K

Community School District 32

Aurora Larocca,	District Mathematics Coordinator
Pedro J. Colon	J.H.S. 111K
Dorothy A. Conroy	P.S. 116K
Joan Fox	P.S. 116K
Steven Ganzell	I.S. 291K
Akhtar A. Khan	I.S. 291K
Lenore Marie Messina	P.S. 151K
Joanne Narisi	P.S. 299K
George Silverglad	P.S. 274K
Norma Warmund	P.S. 45K
Stephen Elliot Weiss	P.S. 274K
Martin Weissman	P.S. 384K

Citywide Curriculum Developers

Judy Z. Cohen	Corr. Math. N.P.S.	Carmen B. Matthews	CSD 3 J.H.S. 88M
Nancy R. Coleman	CSD 19 Staff Dev.	Edythe Ogin	CSD 19 I.S. 171K
Carl Conetta	Special Ed. Bronx	Joseph A. Porzio	CSD 19 Staff Dev.
Gerri T. Dunne	Corr. Math. N.P.S.	Fred Remer	CSD 6 Math Coord.
Meryl Glass	CSD 22 P.S. 139K	Jon Rothfeld	CSD 19 Staff Dev.
David A. Gold	CSD 19 Staff Dev.	Marvin Schneider	Edward R. Murrow H.S.
Stuart Goldberg	CSD 19 Staff Dev.	Leila Schwartz	Corr. Math. N.P.S.
Michelle Greenberg	CSD 28 P.S. 160Q	Angelina Spero	Corr. Math. N.P.S.
Joyce Jalowski	Corr. Math. N.P.S.	Martin L. Spiro	CSD 19 I.S. 302
Margaret Jordan	Corr. Math. N.P.S.	Bernice Staub	Corr. Math. N.P.S.
Jeffrey Joyce	CSD 15 I.S. 88K	Madeline Sussman	CSD 1 P.S. 142M
Nicholas C. Leo	Corr. Math. N.P.S.	Robert B. Weiss	CSD 28 J.H.S. 190Q
Elaine J. Kaplan	CSD 28 J.H.S. 157Q	Bernice Zuckerman	CSD 19 Staff Dev.
Joan Mahon	CSD 19 Staff Dev.		

Citywide Curriculum Illustrators

Joyce Abramowitz	CSD 26 J.H.S. 158Q	Edward Kissane	Beach Channel H.S.
Amy Appleman	CSD 22 P.S. 194K	Susan M. Seidler	Corr. Math. N.P.S.
Paula J. Blanes	CSD 15 P.S. 39K	Dolores Soldo	Special Ed. Brooklyn
Nina Cucchiari	Special Ed. Bronx	Sandy Susser	Special Ed. Bronx
Charles B. Flisser	Special Ed. Bronx		

Citywide Curriculum Editors

Meryl Fenster	CSD 30 P.S. 171K	Laura J. Lederman	CSD 26 J.H.S. 158Q
Robert Greenman	James Madison H.S.	Mary Newsom-King	CSD 8 J.H.S. 101X
Stephanie Lang-Goldsmith	Special Ed. Queens	Lorraine Wittman	CSD 25 P.S. 169Q

Production Staff

Anne Cohen, Education Analyst
Dorothy Johnson, Office Associate

To The Teacher:

The activities in the CIMS student workbook are designed to provide the pupils with practice in mastering the curriculum's performance objectives and follows the sequence of the CIMS teacher's manual. Each workbook activity page lists the corresponding performance objective number in the upper left hand corner. The activity page numbers are identical to those found in the CIMS teacher's manual.

To The Student:

This student workbook has been designed to help you build a strong knowledge of mathematics. All of the material was created by teachers experienced in mathematics. As you use this workbook, you will find yourself progressing from basic ideas to more advanced skills. The workbooks will provide practice in mastering these skills.

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P.O. 6.14.01.01

NAME:_____ CLASS:_____ DATE:_____

I. Place each number in its proper position on the place value chart.

a. 22,017

TTh	Th	H	T	O
2	2	0	1	7

b. 13,205

TTh	Th	H	T	O

c. 65,268

TTh	Th	H	T	O

d. 99,989

TTh	Th	H	T	O

e. 59,310

TTh	Th	H	T	O

f. 40,301

TTh	Th	H	T	O

II. Fill in the blank spaces to show the value of each digit.

a. 30,016

In this numeral there are:

__1__ tens

__3__ ten thousands

__6__ ones

__0__ thousands

__0__ hundreds

b. 61,567

In this numeral there are:

_____ thousands

_____ tens

_____ hundreds

_____ ten thousands

_____ ones

P.O. 6.14.01.01

NAME:_____CLASS:_____DATE:_____

Fill in the blank spaces to show the value of each digit.

c. 57,049
In this numeral there are:

_____ones
_____thousands
_____tens
_____ten thousands
_____hundreds

d. 15,960
In this numeral there are:

_____tens
_____ones
_____ten thousands
_____thousands
_____hundreds

e. 71,967
In this numeral there are:

_____tens
_____ten thousands
_____ones
_____thousands
_____hundreds

f. 36,006
In this numeral there are:

_____thousands
_____tens
_____ones
_____hundreds
_____ten thousands

P.O. 6.14.01.02

NAME: _____ CLASS: _____ DATE: _____

Directions: I. Write each numeral in its expanded form.
II. What is the value of the underlined digit?

I.

A) 543,210 = (500,000 + 40,000 + 3,000 + 200 + 10)

B) 792,003 = _____

C) 430,049 = _____

D) 841,167 = _____

E) 600,009 = _____

F) 564,196 = _____

G) 762,008 = _____

II.

A) 3<u>4</u>7,830 7,000

B) 2<u>8</u>9,501 _____

C) 416,<u>5</u>09 _____

D) 6<u>0</u>9,732 _____

E) <u>8</u>30,147 _____

F) 96<u>4</u>,17<u>5</u> _____

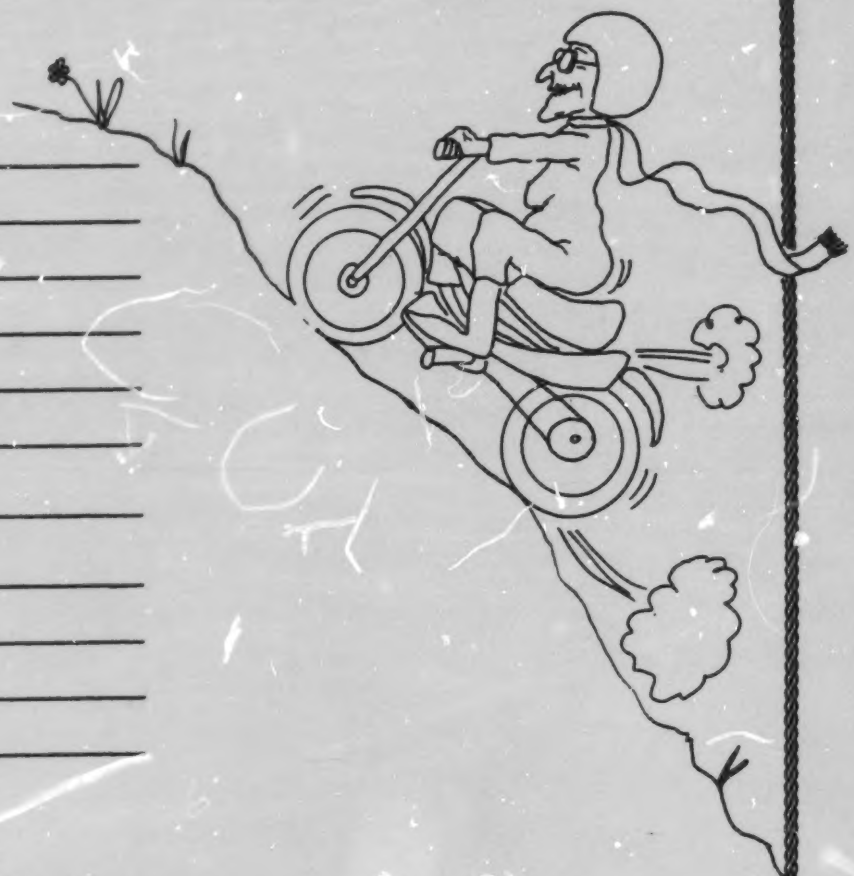
G) 45<u>3</u>,097 _____

H) <u>6</u>56,161 _____

I) 957,7<u>7</u>8 _____

J) 11<u>6</u>,519 _____

K) 89<u>9</u>,<u>9</u>98 _____



P.O. 6.14.01.03

NAME:_____ CLASS:_____ DATE:_____

Directions: A. Write the standard form for the following expanded numerals.
B. Write the standard numeral, given the place value.

[A.]

1) 300,000 + 60,000 + 9,000 + 200 + 40 + 7 = (369,247)
2) 100,000 + 70,000 + 5,000 + 100 + 90 + 8 = _____
3) 600,000 + 90,000 + 3,000 + 200 + 70 + 9 = _____
4) 500,000 + 7,000 + 900 + 60 + 3 = _____
5) 400,000 + 800 + 90 + 6 = _____
6) 300,000 + 40,000 + 8 = _____
7) 900,000 + 80,000 + 7,000 + 100 + 30 + 5 = _____
8) 200,000 + 6,000 + 500 + 20 + 1 = _____
9) 700,000 + 50,000 + 300 + 40 + 8 = _____
10) 800,000 + 30,000 + 80 + 7 = _____
11) 600,000 + 40,000 + 500 + 9 = _____
12) 900,000 + 200 + 10 + 4 = _____

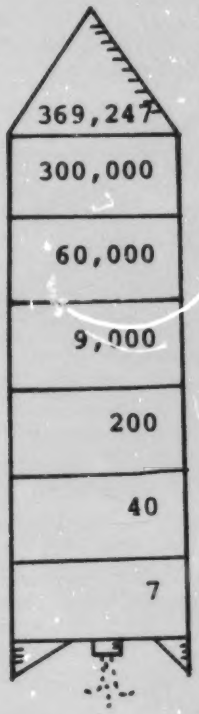
[B.]

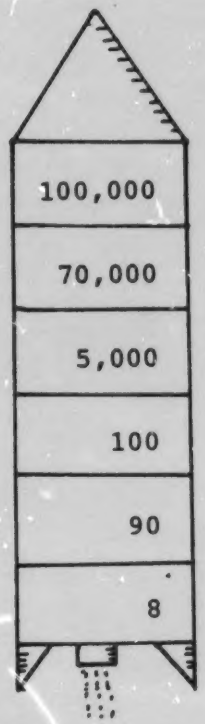
1) 3 hundred thousands, 4 thousands, 6 hundreds one = (304,601)
2) 90 thousands, 5 hundreds, 2 tens, two = _____
3) 1 hundred thousand, 2 ten thousands, 6 tens = _____
4) 5 hundred thousands, 5 thousands, 7 hundreds, 7 tens = _____
5) 4 ten thousands, 6 thousands, 3 hundreds, two tens, five = _____
6) 8 hundred thousands, 6 thousands, 9 hundreds, 1 ten, three = _____
7) 9 ten thousands, 6 thousands, 8 hundreds, 4 tens, eight = _____
8) 2 hundred thousands, 5 ten thousands, nine = _____
9) 4 hundred thousands, 6 thousands, 9 hundreds, two = _____

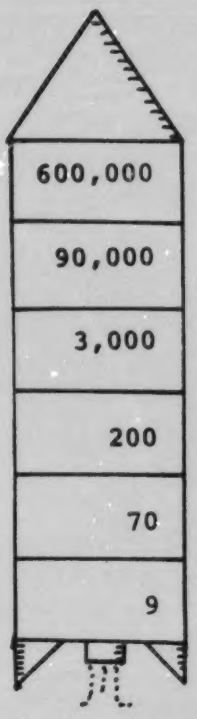
P.O. 6.14.01.03

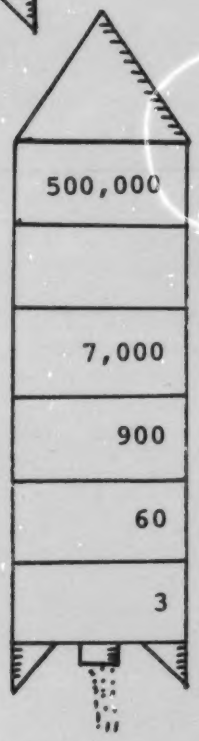
NAME:_____ CLASS:_____ DATE:_____

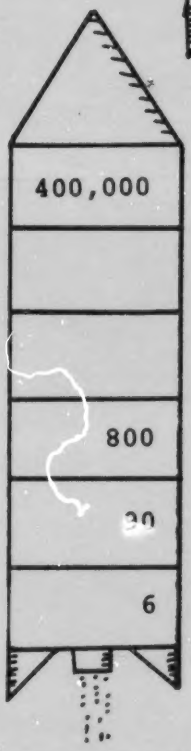
Directions: The body of each rocket shows a number in expanded form. Add the number to reach the standard form. Write the standard numeral in the nose cone of the rocket.











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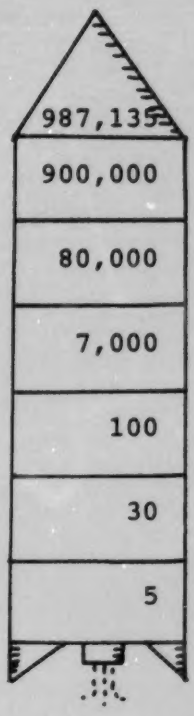
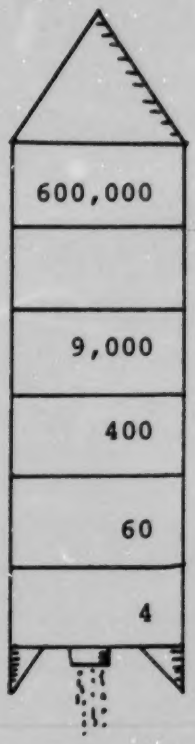
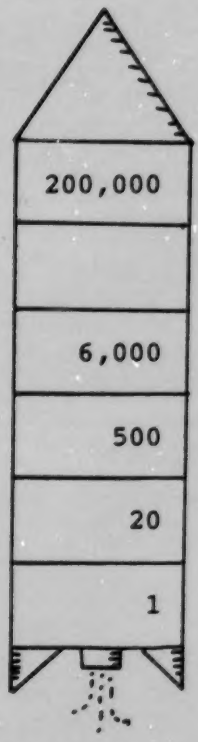
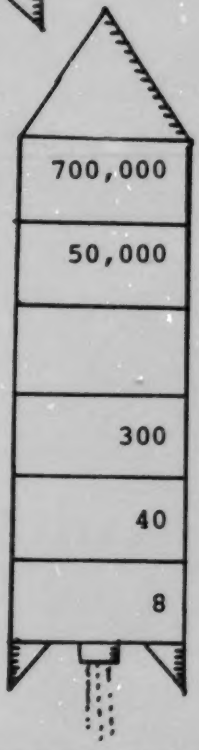
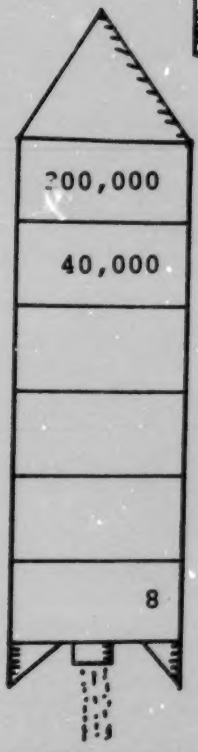










P.O. 6.14.02.01

NAME:_____ CLASS:_____ DATE:_____

DIRECTIONS: Cross out irrelevant information. Solve the problem.

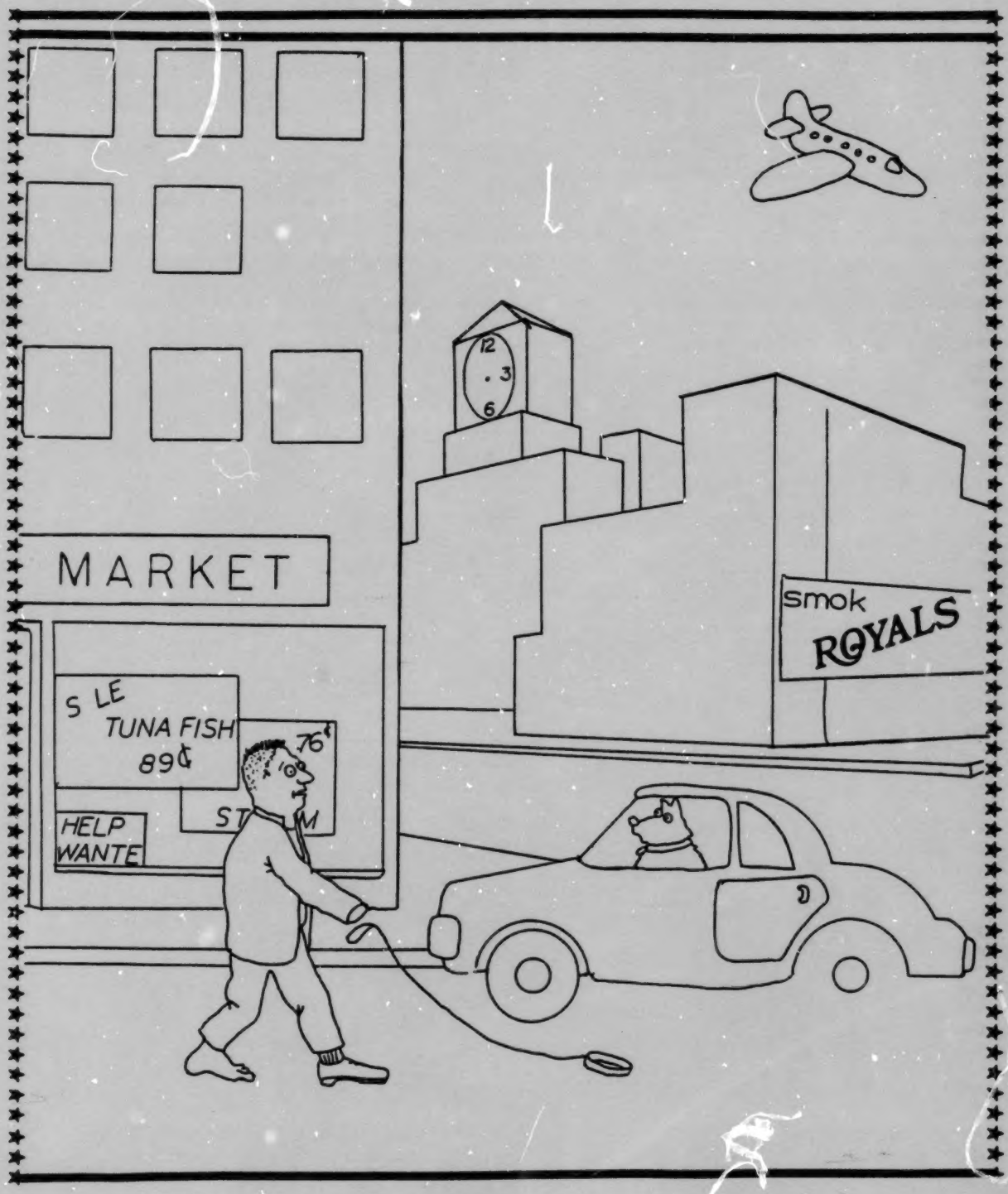
1. Susan Sportswear Shop buys tee-shirts from the Pri-tee Shirt factory. Susan ordered 126 blue, pink and yellow tee-shirts in sizes 8, 10, and 12. The shirts come in boxes of 6. How many boxes came to the store?

2. It was Carol's father's birthday. Carol and her friend went to Peepers store. Carol bought a scarf and gloves for her father which cost $12.95. Joyce bought a hat for $3.95. If the scarf cost $5.50, how much were the gloves?

P.O. ~~6.14.02.02~~

NAME:_____ CLASS:_____ DATE:_____

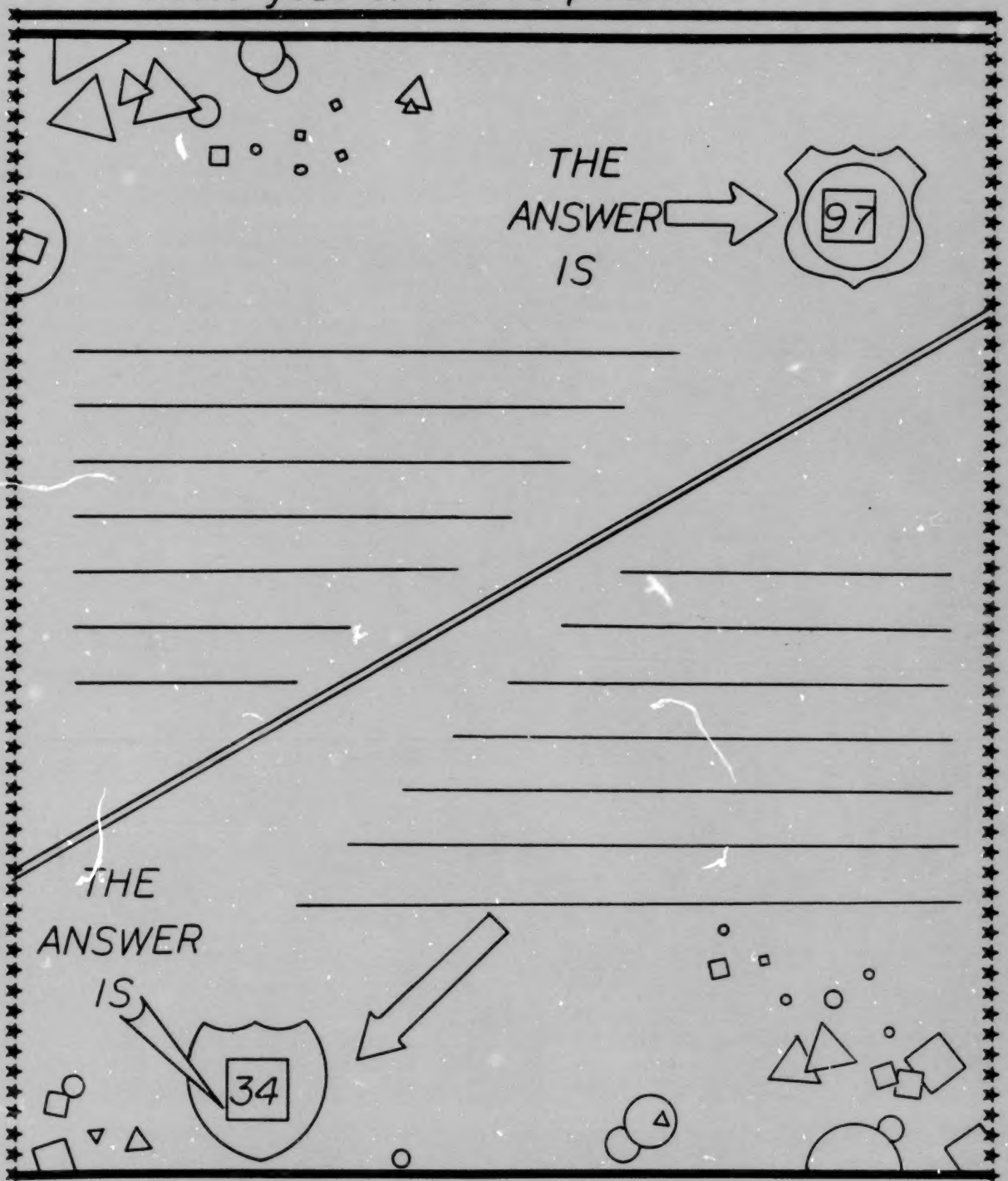
Directions: Complete this picture



P.O. 6.14.02.03

NAME: _____ CLASS: _____ DATE: _____

directions:
Write your own word problems.



P.O. 6.01.01.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Write in expanded notation.

a) 810 = _____

b) 10,556 = _____

c) 56,101 = _____

d) 113,543 = _____

e) 68 = _____

f) 9,875 = _____

g) 10 = _____

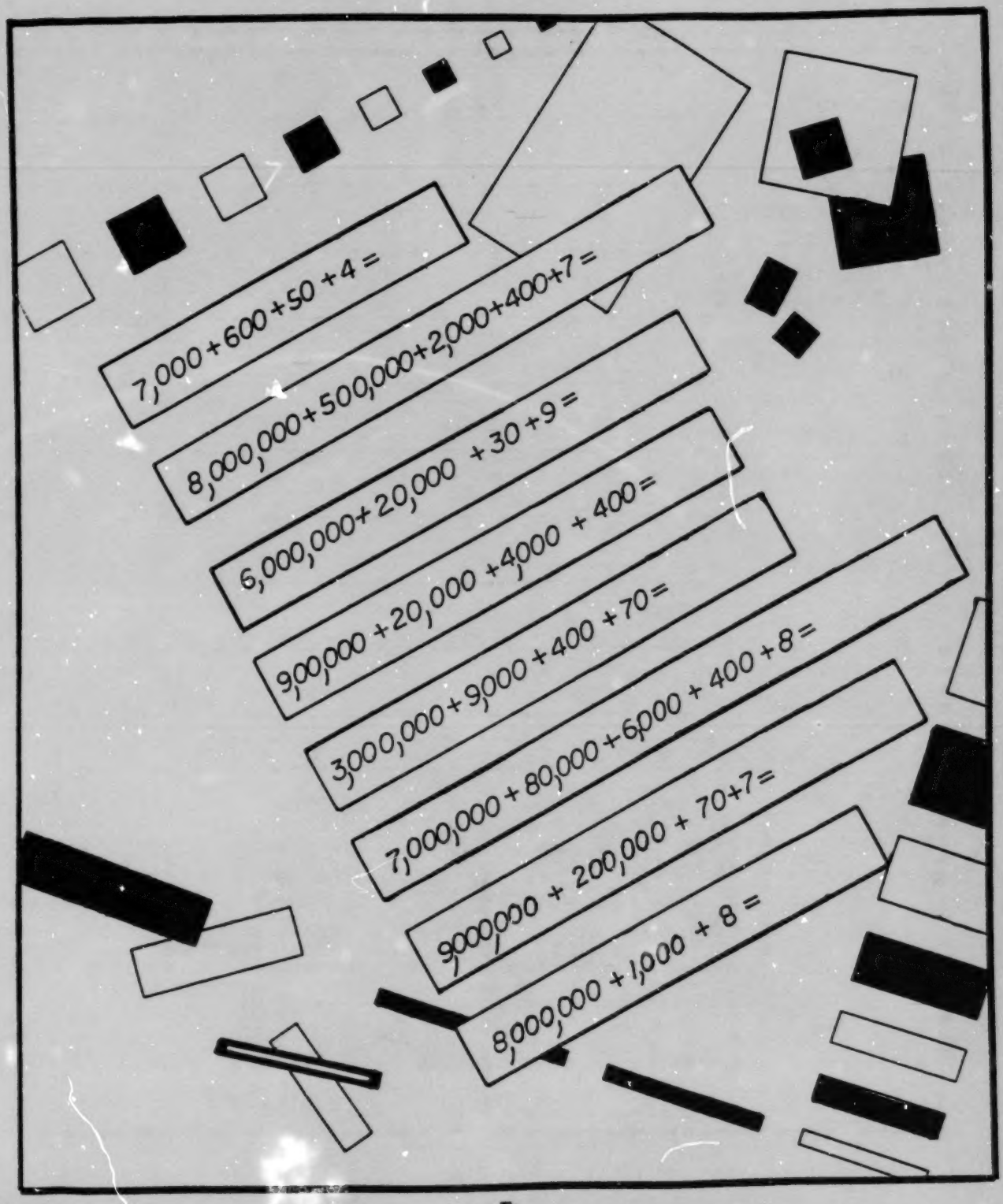
h) 476,000 = _____

i) 536 = _____

j) 1,700,565 = _____

P.O. 6.01.01.02

NAME: _____ CLASS: _____ DATE: _____



P.O. 6.01.01.03

NAME:_____ CLASS:_____ DATE:_____

I. Write each of the following examples by using an exponent.

II. Complete each number sentence.

I. Example: $5{,}000 = 5 \times 10^3$

a) 8,000,000 = _____

b) 700,000 = _____

c) 6,000,000,000 = _____

d) 50,000 = _____

e) 4,000 = _____

II.

a) $29{,}853 = 2 \times 10^4 + 9 \times 10^3 + 8 \times \square + 5 \times \square + 3 \times 1$

b) $6{,}250{,}315 = 6 \times \square + 2 \times 10^5 + 5 \times \square + 3 \times 10^2 + 1 \times \square + 5 \times 1$

c) $236{,}519{,}800 = 2 \times \square + 3 \times 10^7 + 6 \times \square + 5 \times 10^5 + 1 \times \square + 9 \times 10^3 + 8 \times \square$

d) $5{,}827{,}956{,}283 = 5 \times \square + 8 \times 10^8 + 2 \times \square + 7 \times \square + 9 \times \square + 5 \times \square + 6 \times \square + 2 \times \square + 8 \times 10^1 + 3 \times 1$

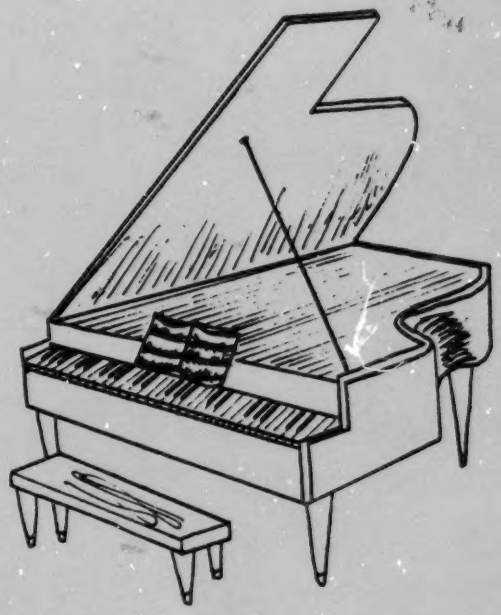
P.O. 6.01.01.04

NAME:_____ CLASS:_____ DATE:_____

Directions: Circle the larger number. Write the letter that goes with the greater number in the box.

Who is the piano player in the Peanuts comic strip?

(1)	28,634 G	28,732 S
(2)	488,183 C	487,997 Q
(3)	675,299 H	675,030 M
(4)	27,296 K	27,408 R
(5)	58,835 O	56,067 U
(6)	75,832,009 F	79,100,000 E
(7)	267,113,999 B	267,311,999 D
(8)	73,800,952 E	67,999,112 M
(9)	25,000,000 R	22,999,999 P



1	2	3	4	5	6	7	8	9

P.O. 6.01.01.05

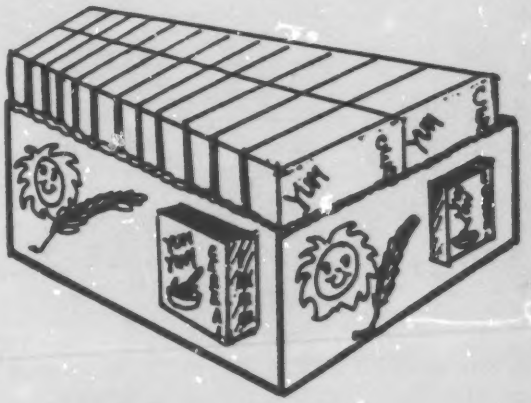
NAME:_____ CLASS:_____ DATE:_____

I.

A dictionary consist of three (3) separate volumes. Volume I contains 23,506 words. Volume II contains 22,379 words and volume III contains 22,568 words. Which volume contains the most words?

II.

A case of Yum Yum cereal weighs 12,642 grams. A case of Fun cereal weighs 12,462 grams. Which case is lighter?



P.O.6.14.01.01

NAME:_____ CLASS:_____ DATE:_____

When asked, "What in the world frightens you the most?", people responded as follows:

The dark	
Strange dogs	
Flying in a plane	
Swimming	
Snakes	
Bugs/Insects	
Heights	
Crowds	
Ghosts	

Make a frequency table for these items. Write them in order from the most scary to the least scary.

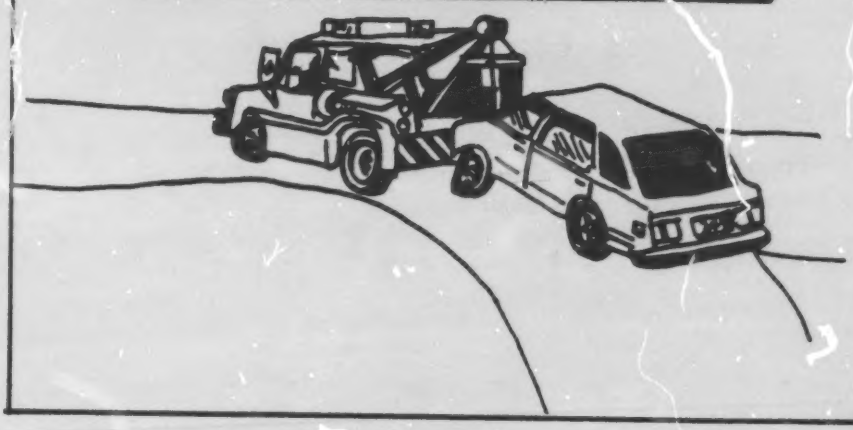
P.O. 6.14.03.02

NAME: _____ CLASS: _____ DATE: _____

Traffic deaths

Traffic deaths for the first three months of 1983. Here's a four-year comparison:

	1980	1981	1982	1983
January	3,650	3,840	3,100	3,260
February	3,440	3,570	2,890	2,940
March	3,810	3,780	3,430	3,170
Total	10,900	11,190	9,420	9,370



Use the above chart* to draw 4 line graphs on the next page. Draw your graphs in four different colors. Graph the traffic deaths for January, February, and March for each of the 4 years 1980, 1981, 1982 and 1983.

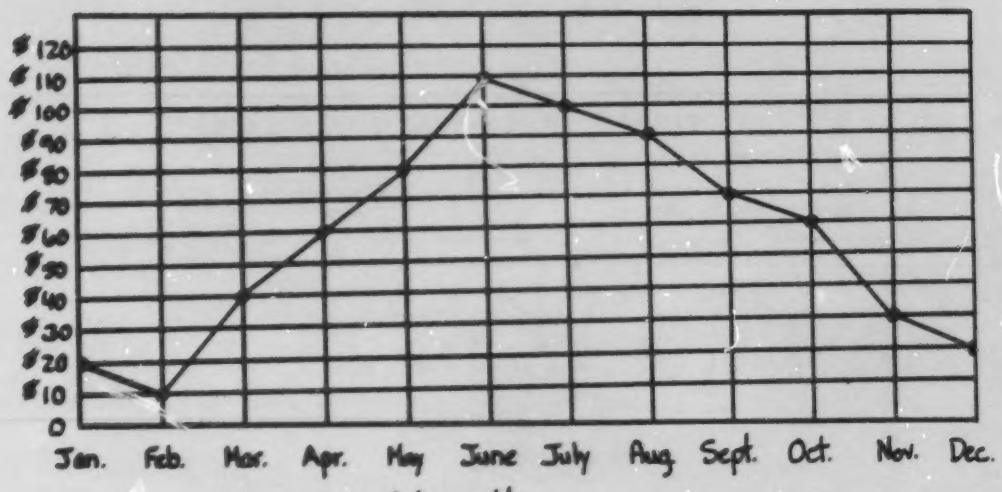
*USA Today by John Sherlock.

P.O. 6.14.03.03

NAME:_____ CLASS:_____ DATE:_____

Directions: Use the line graph to answer these questions.

Money Spent by Anna Richman
on Movies, Records, and Entertainment



1. During which month was her entertainment cost the highest?

2. During which month did she spend the least money?

3. How much did she spend on entertainment in July?

4. What was the average amount she spent on entertainment during the months of June, July and August?

5. What was her total entertainment cost for the year?

6. During which month was her entertainment cost the lowest?

P.O. 6.14.03.04

NAME:_____ CLASS:_____ DATE:_____

Directions: Use the chart on this page to complete the line graph on the next page (8d).

Mr. and Mrs. S. Keemo love vanilla fudge ice cream. During one year they charted the amount of money spent on ice cream.

Money Spent on Ice Cream

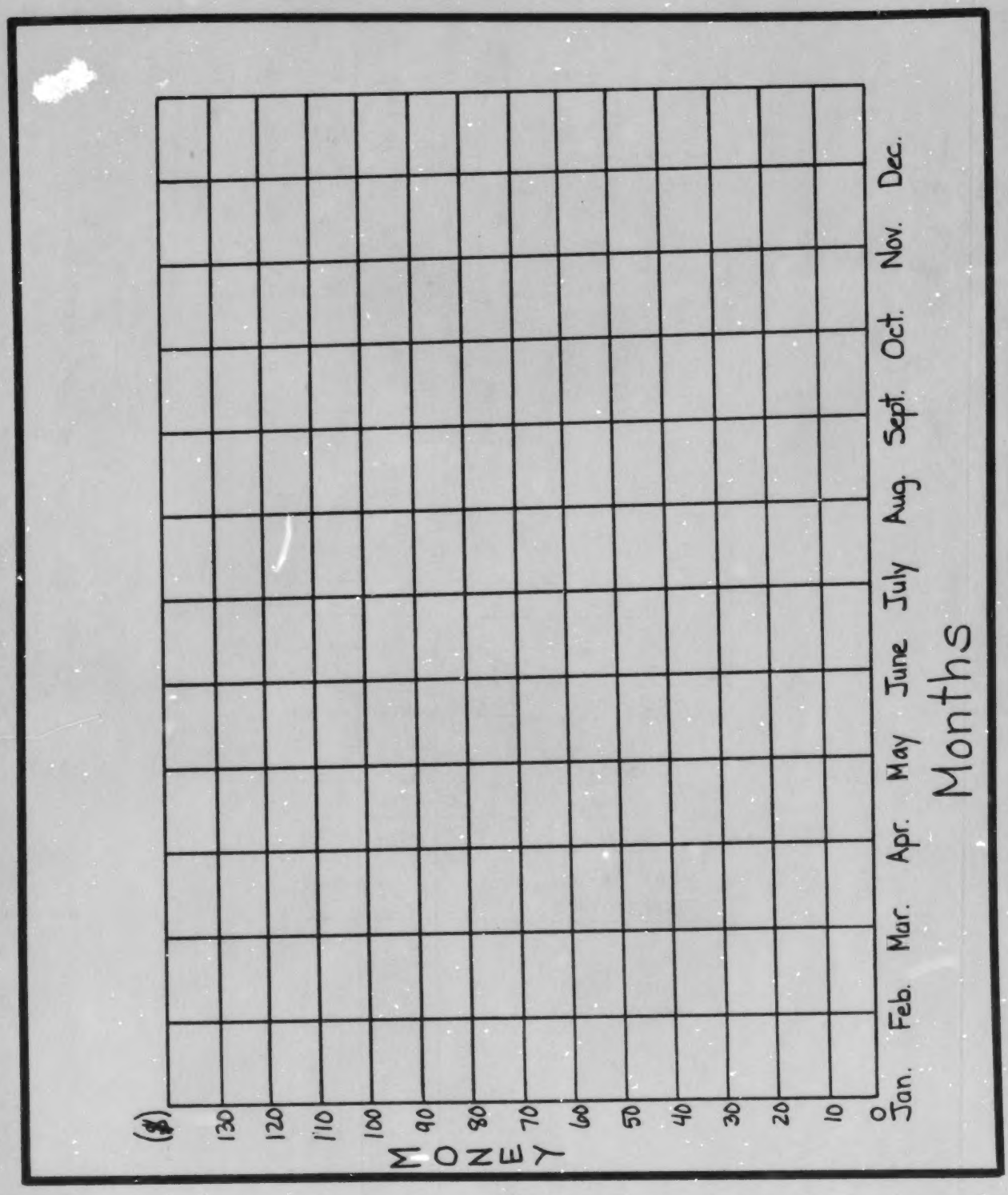
Month	Amount
January	$20
February	$15
March	$30
April	$40
May	$55
June	$75
July	$120
August	$125
September	$70
October	$60
November	$40
December	$25

23

P.O. 6.14.03.04

NAME:_____ CLASS:_____ DATE:_____

Directions: Use the chart below to draw a line graph.



P.O. 6.14.04.01

NAME:_____ CLASS:_____ DATE:_____

The word level when spelled left to right and right to left spells the same word.

A number that can be read left to right and right to left is called a Palindrome.

These are Palindromes: 747, 121, and 7667.

These are not Palindromes but are reversals:
75, 57, 123 and 321.

Finding a Palindrome.

1960	Write a number.
+0691	Reverse the numbers in the first number and add.
2651	Is this number a palindrome?
+1562	Reverse this number and add.
4213	Is this number a palindrome?
+3124	Reverse the numbers and add.
7337	Is this number a palindrome?

Reverse these numbers and add until they become palindromes.

4561	5224	1569	5813
6927	3258	2345	7285

P.O. 6.14.04. 02

NAME:_____CLASS:_____DATE:_____

Directions: Use the chart to complete the questions below.

43,408	12,318	53,246
17,775	50,396	30,581
49,426	79,051	21,449

(1) What 3 numbers when added equal 51,542?

_____+_____+_____

(2) What 3 numbers when added equal 149,926?

_____+_____+_____

(3) What 3 numbers when added equal 96,145?

_____+_____+_____

(4) What 2 numbers when added equal 73,989?

_____+_____

(5) What 2 numbers when added equal 129,447?

_____+_____

P.O. 6.14.04.03

NAME:_____ CLASS:_____ DATE:_____

Directions: Work the problem. Put the letter over the line that has the answer to the problem.

My butcher is six feet tall.
What does he weigh?

39,453	232,100	184,041	63,319

1) The attendance at Shea Stadium last week was 36,487. This week the attendance was 26,832. What was the total attendance for the two weeks? (T)

2) The record holder for collecting bottle caps was 96,732. The runner up had collected 87,309 bottle caps. How many bottle caps were collected in all? (A)

3) The local post office sold 37,835 regular stamps. They sold 1,276 air mail stamps and 342 special delivery stamps. How many stamps did they sell? M

4) United Airlines had 88,432 passengers leaving from Kennedy Airport. Delta Airlines had 79,362 and Eastern Airlines had 64,306 passengers leaving. What was the total amount of passengers leaving Kennedy Airport? (E)

P.O. 6.14.05.01

NAME:_____ CLASS:_____ DATE:_____

I.

Estimate the difference. First round each number to the nearest ten thousand.

(1) 67,214 - 21,379 = 70,000 - 20,000 = 50,000

(2) 36,178 - 28,333 = _____

(3) 65,324 - 66,666 = _____

(4) 43,165 - 28,888 = _____

(5) 58,314 - 42,178 = _____

(6) 55,555 - 23,465 = _____

(7) 14,796 - 9,999 = _____

II.

Estimate the difference. First round each number to the nearest thousand.

(8) 74,876 - 28,643 = 75,000 - 29,000 = 46,000

(9) 55,555 - 44,444 = _____

(10) 37,215 - 16,248 = _____

(11) 58,324 - 32,173 = _____

(12) 89,214 - 36,782 = _____

(13) 42,169 - 22,888 = _____

(14) 68,123 - 45,678 = _____

(15) 82,175 - 21,269 = _____

P.O. 6.14.05.02

NAME: _____ CLASS: _____ DATE: _____

Directions: I. Subtract and check.
II. Read each example and compute.

I.

1) 2,359 - 1,690 = _____

2) 7,262 - 3,573 = _____

3) 432 - 278 = _____

4) 681 - 291 = _____

5) 35,472 - 6,371 = _____

6) 54,271 - 53,210 = _____

7) 77,943 - 69,212 = _____

II.

8) Subtract 867 from 924.

9) From 3,732 take 1,850.

10) Find the difference between 18,254 and 21,921.

11) The minuend is 86,349, the subtrahend is 19,999. Find the difference.

12) Take 9,316 from 10,069.

P.O. 6.14.05.03

NAME:_____CLASS:_____DATE:_____

Directions: Solve each number problem.

1) There are 2,389 pupils in Smith Junior High School. If 678 graduate in June how many pupils will still be left?

2) A baseball team played 162 games. They won 105 games. How many games did they lose?

3) A theater can hold 4,378 people. There are 3,198 people already seated. How many more people can be seated in the theater?

4) A man weighed 369 pounds before a diet and 278 pounds after the diet. How much weight did the man lose?

P.O. 6.14.05.03

NAME:_____CLASS:_____DATE:_____

Directions: Solve each number problem.

5) 23,789 people are attending an outdoor concert. It begins to rain and 5,086 people leave the concert. How many people are left?

6) A warehouse contains 5,032 cases of Brand X beer and 5,023 cases of Brand Y Beer. How many more cases of Brand X beer does the warehouse have than Brand Y beer?

7) 895 people were jogging in a park on Monday morning. How many more joggers are needed to make 1000?

8) A car dealer begins the year with 923 cars. The dealer sells 845 cars during the year. How many cars are left?

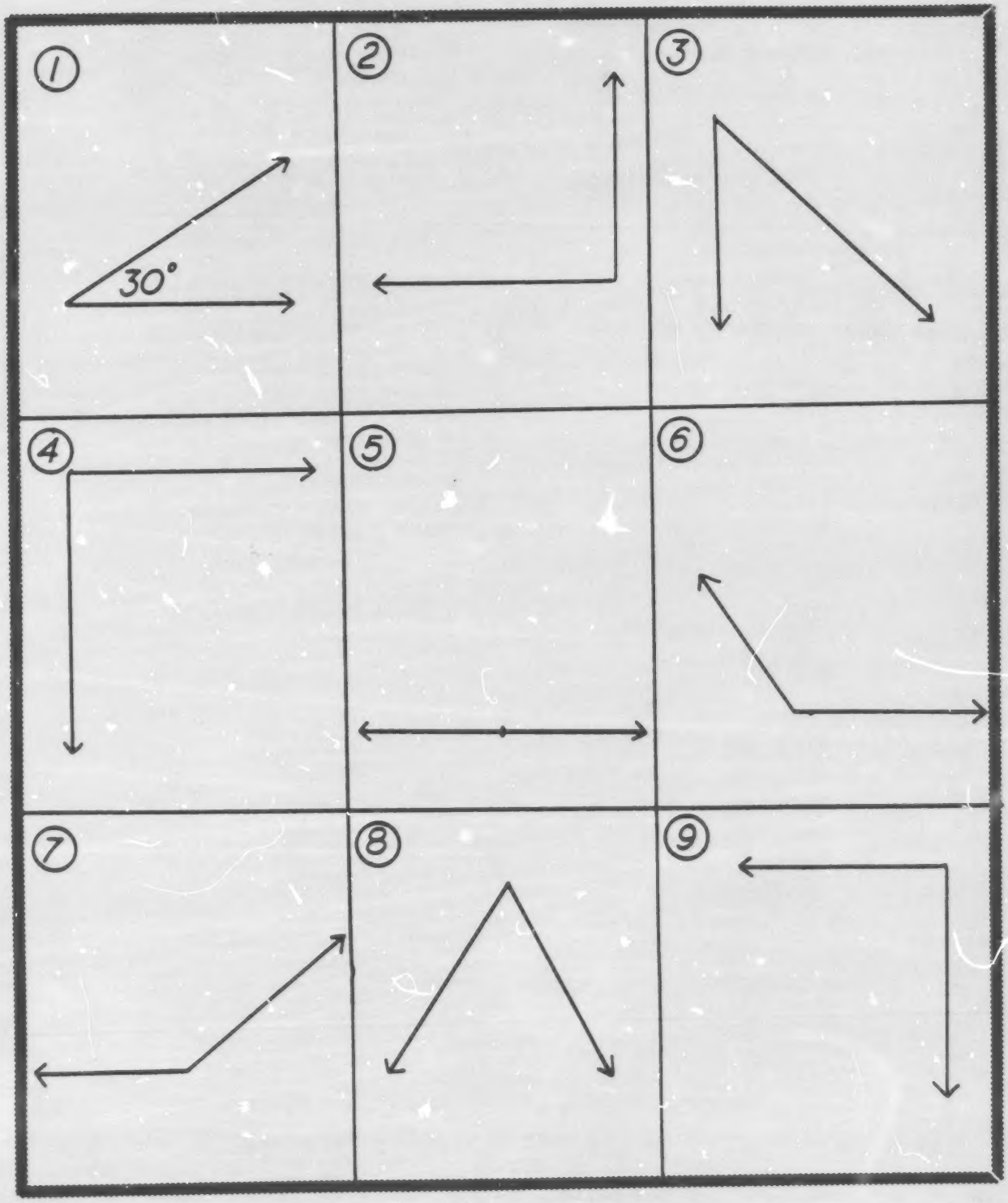
9) A salesman earns $8,765 in December and $4,999 in February. How much less money did the salesman make in February than in December?

10) James has $845 in the bank. How much more does he need to save in order to buy a $1,100 stereo system?

P.O. 6.14.06.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Measure each angle with a protractor.



P.O. 6.14.06.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Why did the pinch hitter want to bat underwater? For each angle below, circle the correct choice of acute, right, obtuse or straight. The letters of the correct answers spell out the answer.

1.	2°	T) acute	U) right	V) obtuse	W) straight
2.	99°	M) acute	N) right	O) obtuse	P) straight
3.	88°	B) acute	C) right	D) obtuse	E) straight
4.	91°	C) acute	D) right	E) obtuse	F) straight
5.	90°	O) acute	P) right	Q) obtuse	R) straight
6.	159°	S) acute	T) right	U) obtuse	V) straight
7.	42°	T) acute	U) right	V) obtuse	W) straight
8.	35°	I) acute	J) right	K) obtuse	L) straight
9.	180°	K) acute	L) right	M) obtuse	N) straight
10.	20°	A) acute	B) right	C) obtuse	D) straight
11.	120°	Q) acute	R) right	S) obtuse	T) straight
12.	50°	A) acute	B) right	C) obtuse	D) straight
13.	150°	Q) acute	R) right	S) obtuse	T) straight
14.	101°	S) acute	T) right	U) obtuse	V) straight
15.	68°	B) acute	C) right	O) obtuse	E) straight

He wanted

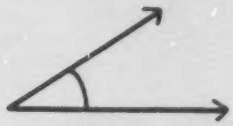
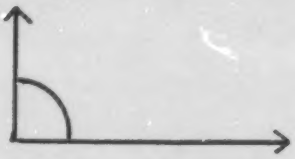
1	2		3	4		5	6	7

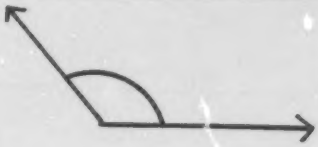
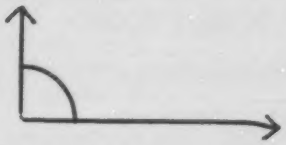
8	9		10	11		12		13	14	15

P.O. 6.14.06.03

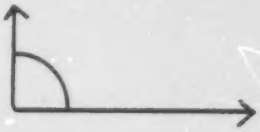
NAME: _____ CLASS: _____ DATE: _____

Directions: Write > (greater than) or < (less than) in the circle.
Identify each type of angle.

1.  
ACUTE ANGLE RIGHT ANGLE

2.  

3.

4. 

5.

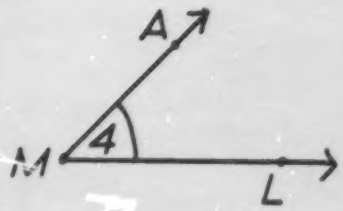
6.

P.O. 6.14.06.04

NAME: _____ CLASS: _____ DATE: _____

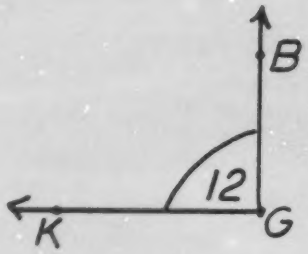
Directions: Name each angle three ways.

1

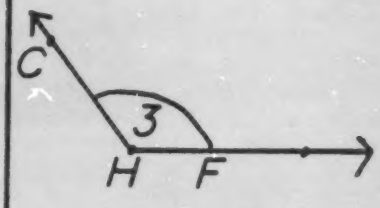


∠AML
∠M
∠4

2



3



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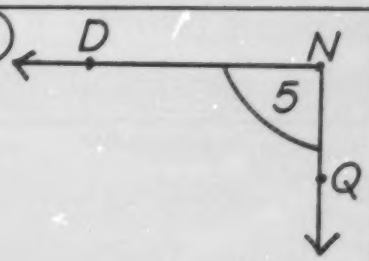

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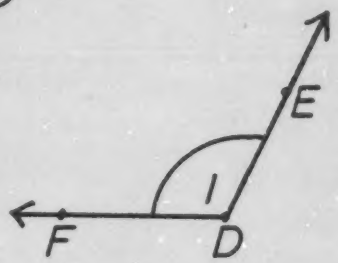
6



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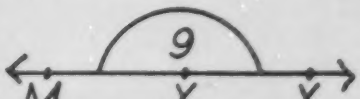

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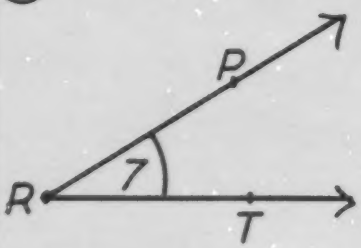

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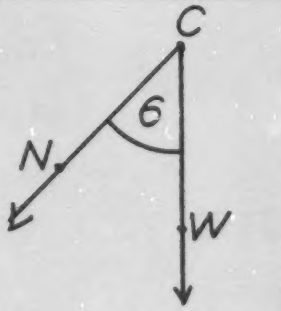


P.O. 6.14.07.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Draw a Venn Diagram for each union.

1) C = {Don, Joe, Mike}

D = {Ed, Pete, John}

C∪D=

2) B = {peas, potatoes, rice}

T = {carrots, beans, rice}

B∪T=

3) H = {a,e,i,o,u}

R = {1, 2, 3}

H∪R=

4) L = {Erie, Michigan, Huron}

M = {Superior, Ontario}

L∪M=

5) F = {butter, eggs}

P = {cheese, milk}

F∪P=

P.O. 6.14.07.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Draw a Venn Diagram to show the intersection.

1) $B = \{1,2,3,4,5\}$ $C = \{4,5,6,7,8\}$ $B \cap C =$

2) $D = \{1,2,4\}$ $E = \{1,2,4,8\}$ $D \cap E =$

3) $P = \{\text{Ann, Mary, Jane}\}$ $S = \{\text{Alice, Jane, Lucy}\}$ $R \cap S =$

4) $J = \{\text{The set of Jacks}\}$ $R = \{\text{The set of Red}\}$ $J \cap R =$

P.O. 6.14.07.03

NAME:_____CLASS:_____DATE:_____

Directions: Use a Venn Diagram to illustrate each statement.

1) All the green blocks are members of the set of attribute blocks.

2) All the diamond shapes are members of the set of attribute blocks.

3) All Queens are members of the set of playing cards.

4) All picture cards are members of the set of playing cards.

P.O. 6.14.07.04

NAME:_____CLASS:_____DATE:_____

Directions: Draw a Venn Diagram to help you find the complement of each set.

1) If Set A is the set of blue triangles, what is the complement of set A if the universal set is the set of attribute blocks?

2) What is the complement of Set B if Set B = {1,4,9} and the universal Set A = {1,2,3,4,5,6,7,8,9}?

3) What is the complement of Set M, if Set M = {a,e,i,o,u} and the universal Set C = {the letters of the alphabet}?

P.O. 6.14.07.05

NAME:_____CLASS:_____DATE:_____

Directions: Draw a Venn Diagram to show each situation.

1) There are twelve members on the basketball team. Eight of them have played in every game this season.

2) There are twenty-nine pupils in the class. Sixteen are boys.

3) There are twenty-nine pupils in the class. Maria, Joyce and Carole are on the Social Studies Committee. Edith, Ann and Joyce are on the Science Committee.

P.O. 6.11.01.01

NAME: _____ CLASS: _____ DATE: _____

What fruit is on a quarter?

Use the decoding chart to answer this riddle. Find the answer in the Decoding Chart. Use the letter for that answer in the space above the question number at the bottom. When all eight problems are done, the answer to the riddle will be spelled out. Replace the variable with the number that will make each sentence true.

(1) a + 24 = 76

(2) 34 + b = 56

(3) b + 19 = 42

(4) 100 - y = 49

(5) 42 - Y = 8

(6) 31 + a = 110

(7) 96 - a = 44

(8) a + 27 = 50

22	H
23	L
34	D
50	U
51	
52	T
61	J
77	G
79	A
89	N
90	S
100	O
140	R
149	P
150	L

1 2 3 4 5 6 7 8

P.O. 6.11.01.02

NAME:_____ CLASS:_____ DATE:_____

Why do cows wear bells?

Circle the correct answers below. The letters of the correct answer spell out the answer to the riddle above.

I. Circle the equation.

1. R) 19 - x	S) 6 + x	T) 4 + a = 12
2. H) x + 2 = 8	I) 19 - 4	J) x + 6
3. D) x + 11	E) 19 - x = 9	F) x + 3
4. H) 5 + a	I) 5 + a = 8	J) 5 + a
5. Q) 19 - y	R) 19 - y = 2	S) 19 - y2

II. Circle the equation that is not equivalent to the other two.

6. H) x + 3 = 9	I) 9 + x = 16	J) 2 + x = 9
7. M) 14 - x = 7	N) 27 - x = 20	O) x + 8 = 16
8. R) x + 17 = 23	S) 3 + x = 10	T) x - 5 = 2
9. M) 15 - x = 8	N) 10 - x = 4	O) 11 + x = 18
10. R) x + 3 = 10	S) x + 9 = 15	T) x - 3 = 4
*		
11. D) 2a = 12	E) 5a = 35	F) 7c = 49
12. M) 4b = 28	N) 8d = 56	O) 3b = 18
13. M) 3c = 21	N) 7y = 42	O) 5a = 35
14. R) 4y = 28	S) 2x = 14	T) 5x = 30

(*2a means 2 times a number)

P.O. 6.11.01.02

NAME:_____ CLASS:_____ DATE:_____

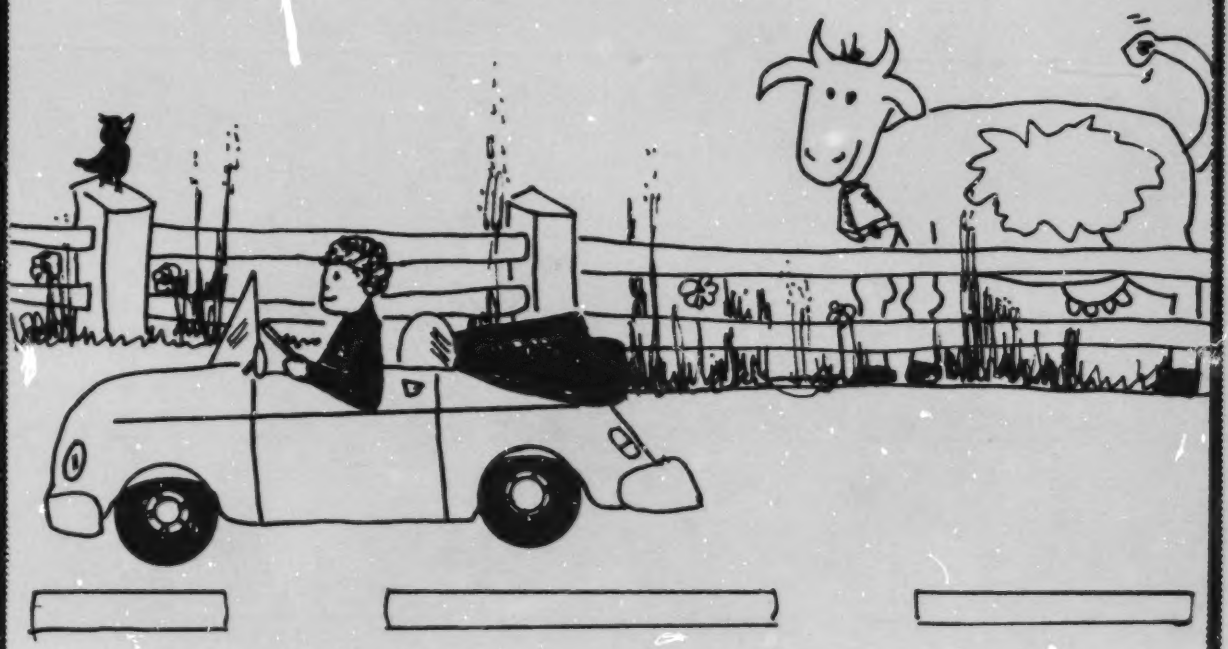
15.	W) $5x = 30$	X) $6x = 42$	Y) $x = 9 = 16$
16.	M) $x + 4 = 11$	N) $4x = 28$	O) $x - 2 = 4$
17.	R) $x + 7 = 13$	S) $x - 7 = 0$	T) $3x = 21$
18.	J) $x - 1 = 6$	K) $5x = 30$	L) $x + 1 = 8$

WHY DO COWS WEAR BELLS?

Because

1	2	3	4	5	6	7	8	9	10

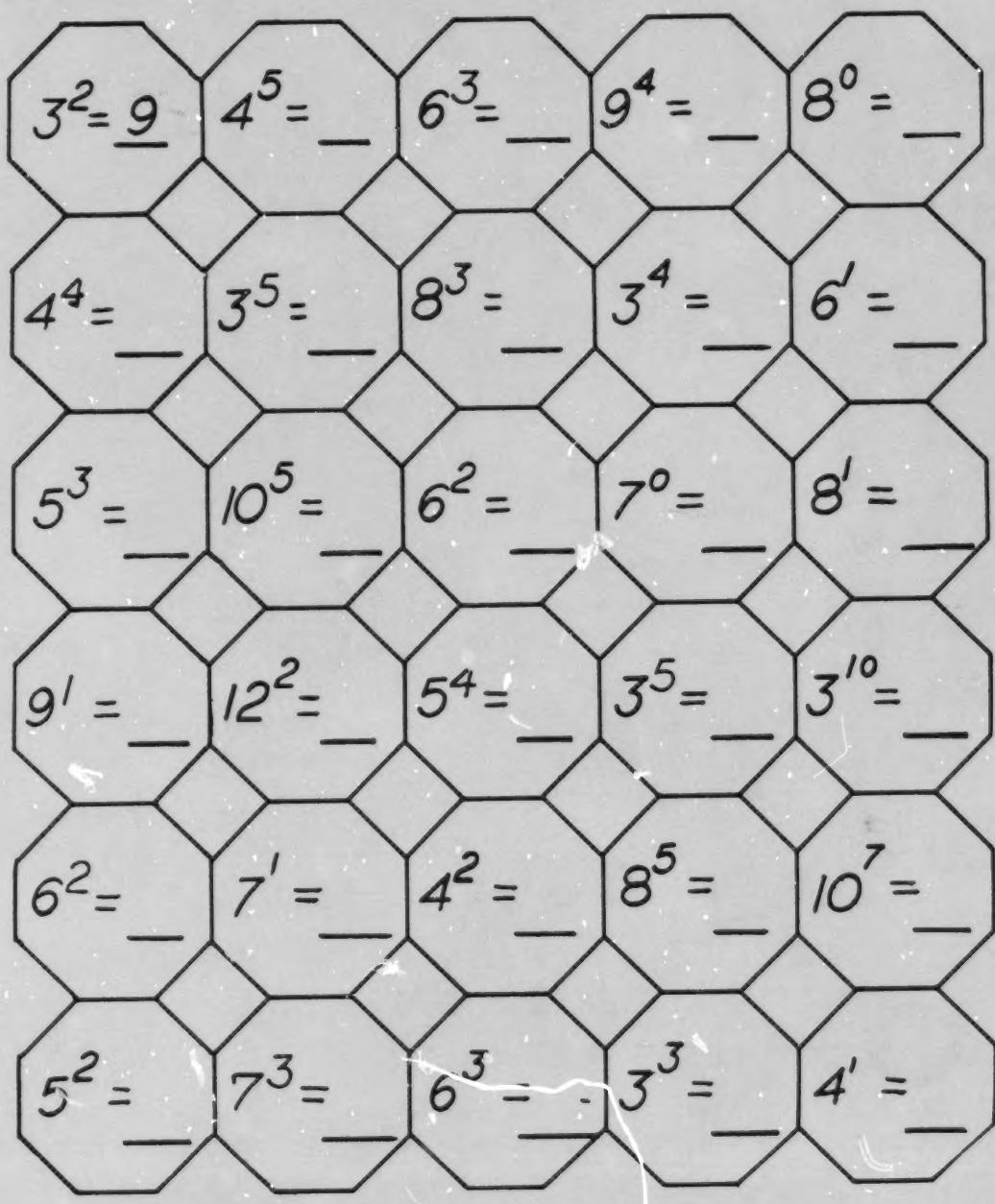
11	12	13	14	15	16	17	18



P.O. 6.01.02.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Rename the numeral with an exponent as a numeral in standard form.



P.O. 6.01.02.02

NAME: _____ CLASS: _____ DATE: _____

I. Write the standard numeral for each exponent.

A

Exponent	5^0	5^1	5^2	5^3	5^4	5^5	5^6	5^7	5^8
Standard Numeral									

B

Exponent	10^0	10^1	10^2	10^3	10^4	10^5	10^6	10^7	10^8	10^9	10^{10}
Standard Numeral											

C

Exponent	2^0	2^1	2^2	2^3	2^4	2^5	2^6	2^7	2^8	2^9	2^{10}
Standard Numeral											

II. Write the exponent for each standard numeral.

D

Exponent	10^1								
Standard Numeral	10	100	1,000	10,000	100,000	1,000,000	10,000,000	100,000,000	1,000,000,000

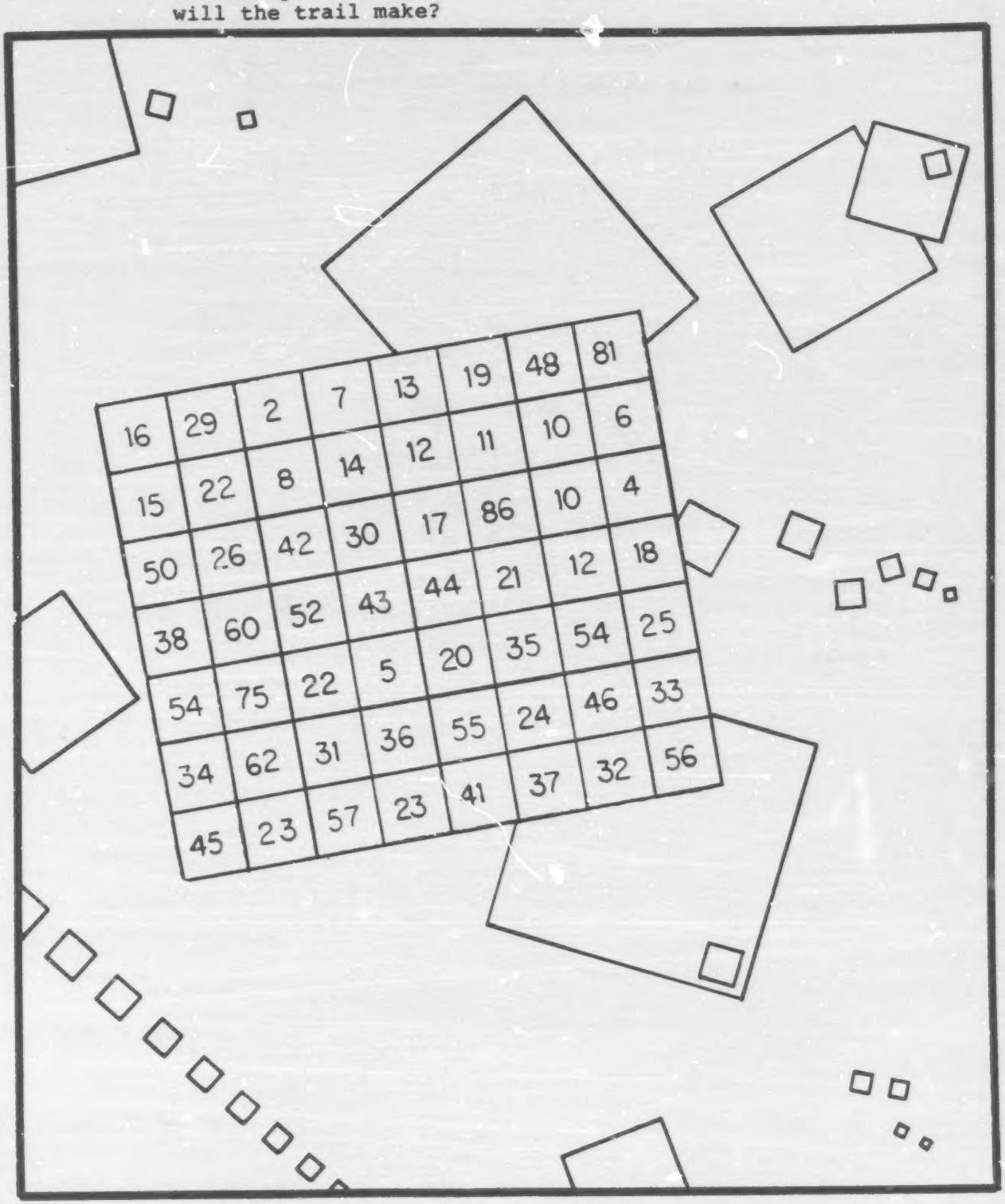
E

Exponent	3^0								
Standard Numeral	1	3	9	27	81	243	729	2,187	6,561

P.O. 6.01.03.01

NAME:_____ CLASS:_____ DATE:_____

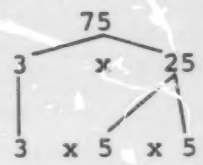
Directions: Place an X on each prime number in this puzzle. Connect all the prime numbers in the puzzle. What prime number will the trail make?



P.O. 6.01.03. 02

NAME: _____ CLASS: _____ DATE: _____

Construct a factor tree for each number. Show each number as a product of primes.

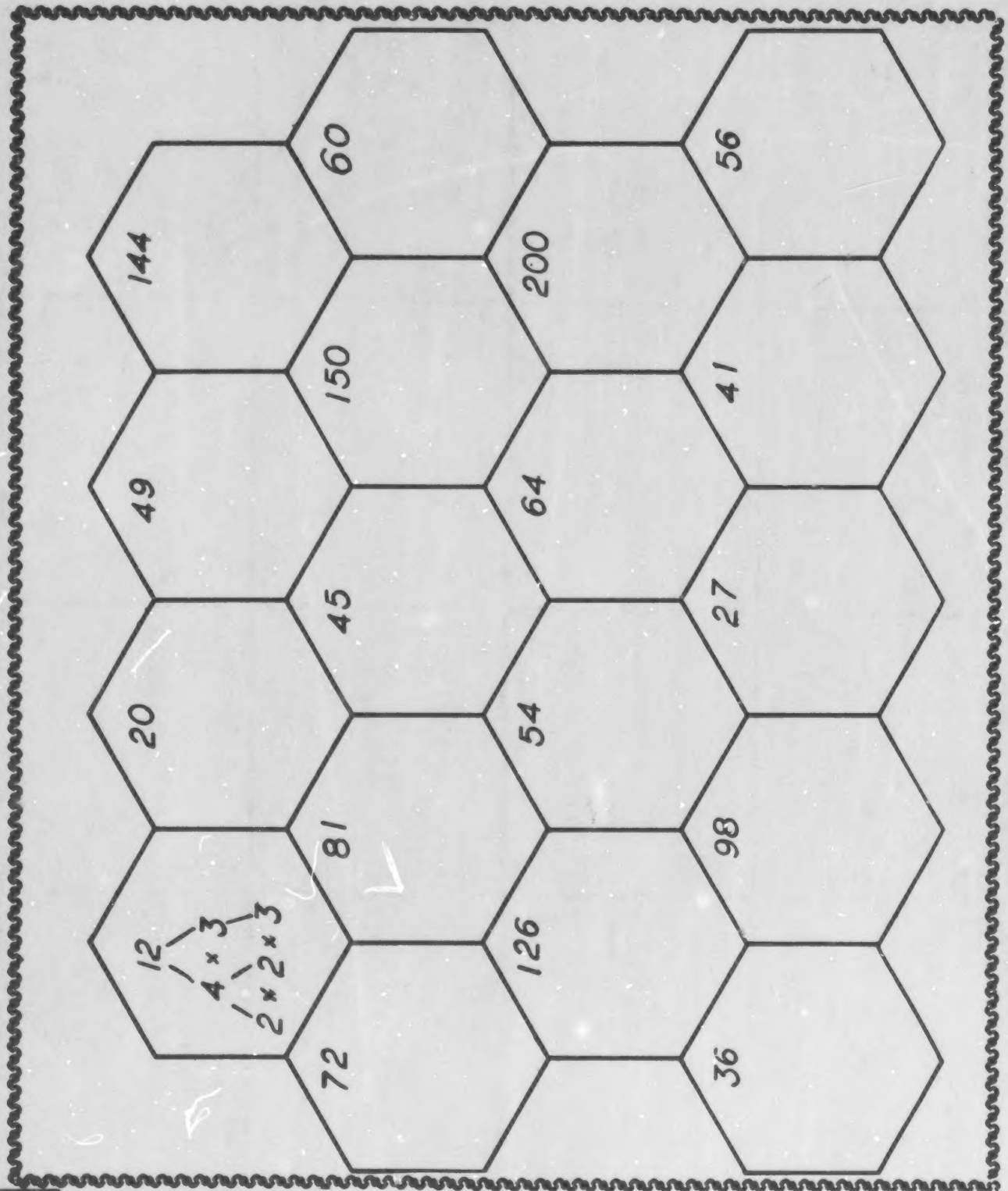
1. 	66	48	150
56	72	63	300
27	98	64	81
42	45	32	50

P.O. 6.01.03.03

58

NAME: _____ CLASS: _____ DATE: _____

Directions: Give the prime factorization of each number.

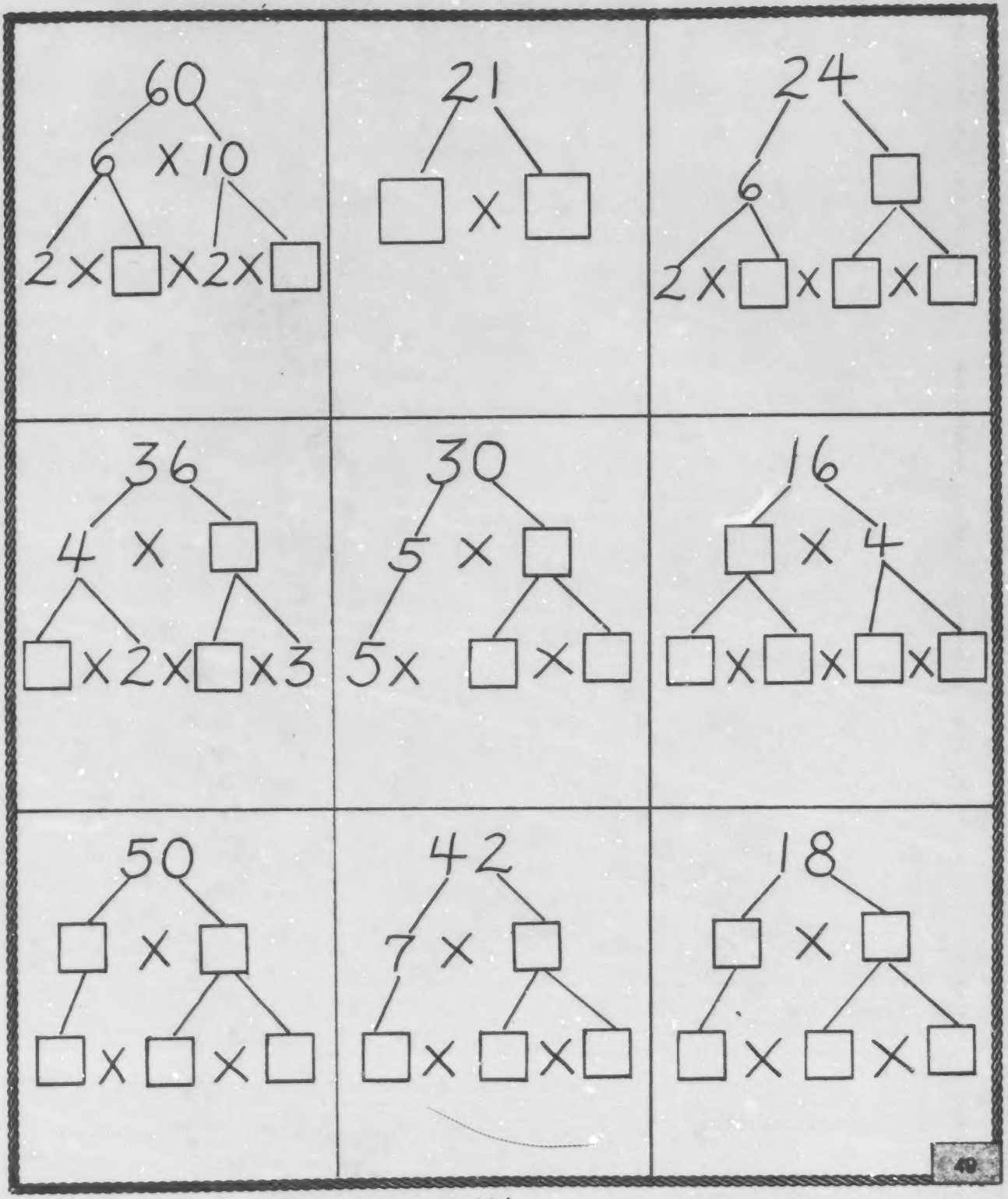


57

P.O. 6.01.03.04

NAME: _____ CLASS: _____ DATE: _____

Directions: Complete the factor trees.



P.O. 6.13.01.01

NAME: _____ CLASS: _____ DATE: _____

Directions: Complete the number sequences.

(1) 1, 2, 5, 10, 17, 26

(2) 80, 90, 100, _____, 120

(3) 95, 90, 85, _____, _____

(4) 5, 10, 20, 35, _____, _____

(5) 6, 7, 9, 12, _____, _____

(6) 10, 11, 9, 10, 8, _____, _____

(7) 100, 200, _____, 400, _____

(8) 950, _____, 850, _____, 750, 700

(9) 22, 32, 52, 82, _____

(10) 11, 20, 28, 35, _____, _____

(11) 20, 40, 60, _____, _____

(12) 17, 16, 14, 13, _____, _____

(13) 99, 88, 66, _____

(14) 490, 493, 499, 508, _____

(15) 715, 700, 685, _____, _____

P.O. 6.13.01.02

NAME:_____ CLASS:_____ DATE:_____

DIRECTIONS: Solve these problems.

I. Mary gets an allowance of $5.00 a week. How long will it take her to save $75.00? Construct a chart to solve this problem.

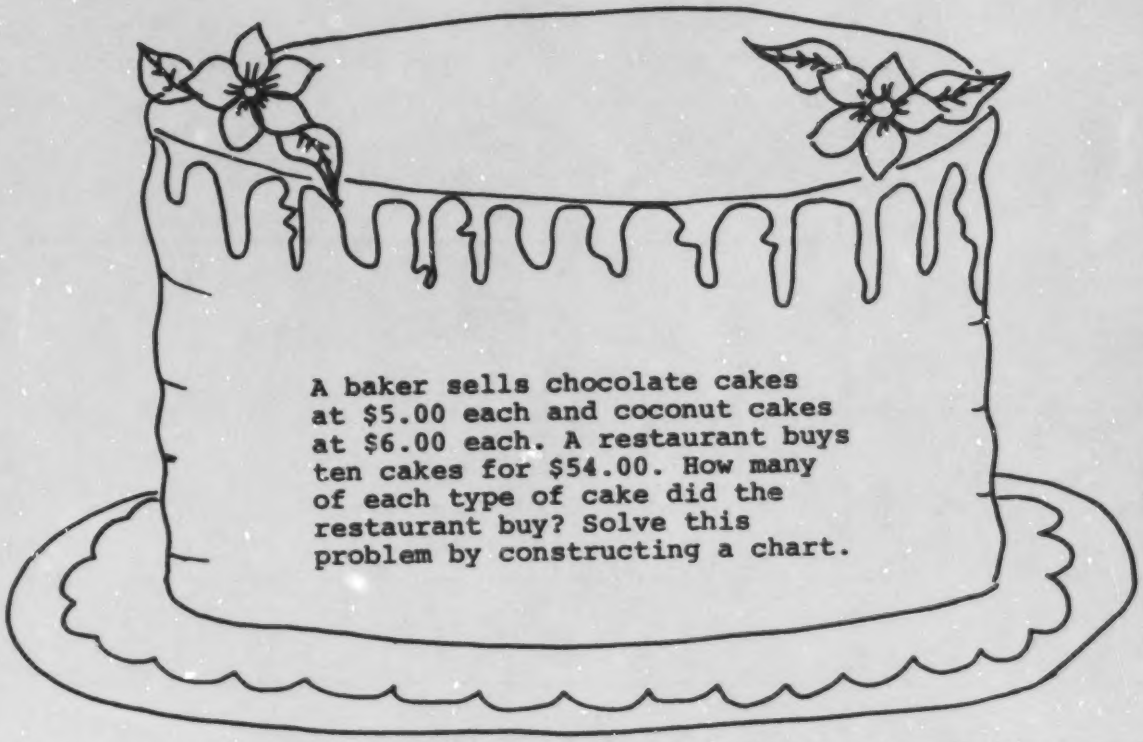
Week																
Money Saved																

II. Bob does 50 pushups a day. At the beginning of each new week he adds 5 pushups. How many weeks will it take him to reach 100 pushups? Construct a chart to solve this problem.

Week																
Pushups																

P.O. 6.13.01.03

NAME:_____ CLASS:_____ DATE:_____



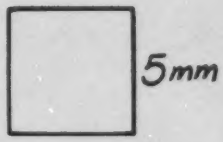
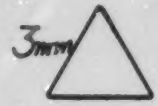
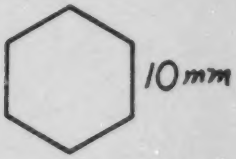
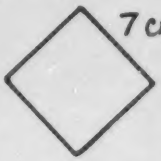
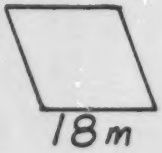
A baker sells chocolate cakes at $5.00 each and coconut cakes at $6.00 each. A restaurant buys ten cakes for $54.00. How many of each type of cake did the restaurant buy? Solve this problem by constructing a chart.

Chocolate	Coconut	Total
1	9	(1 x 5) + (9 x 6) = $59.00
2	8	(2 x 5) + (8 x 6) =

P.O. 6.10.01.01

NAME: _____ CLASS: _____ DATE: _____

Directions: Find the perimeter of the equilateral polygons.

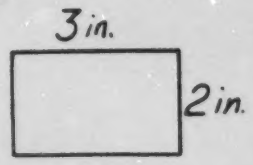
1  $P = 4S$ $P = 4 \times 5$ $P = 20\ mm$	2  $P =$ _____	3  $P =$ _____
4  $P =$ _____	5 $P =$ _____	6 $P =$ _____
7 $P =$ _____	8 $P =$ _____	9  $P =$ _____

P.O. 6.10.01.02

NAME: _____ CLASS: _____ DATE: _____

Directions: I) Find the perimeter.
II) Draw two rectangles whose perimeter is 12 inches.

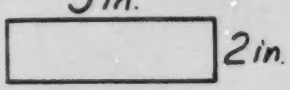
I

① 

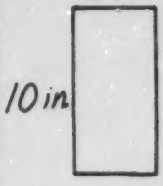
$P = 2L + 2W$

$P = (2 \times 3) + (2 \times 2)$

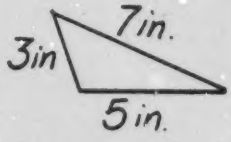
$P = 6 + 4 = 10$ in.

② 

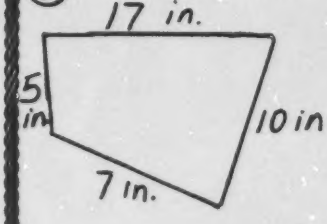
P = _____

③ 

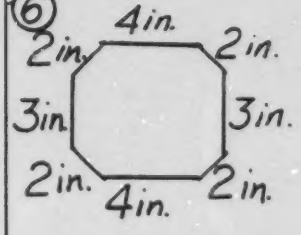
P = _____

④ 

P = _____

⑤ 

P = _____

⑥ 

P = _____

II RECTANGLE 1

RECTANGLE 2

54

P.O. 6.10.01.03

NAME:_____CLASS:_____DATE:_____

Solve the problems.

1. The door to the classroom is a rectangle with a width of 24 inches and a length of 72 inches. What is its perimeter?

   Solution:_____

2. Bob wants to build a fence around his triangular vegetable garden. Its sides are 4 feet by 6 feet by 5 feet. What is its perimeter?

   Solution:_____

3. Father is going to build a frame for my diploma. The diploma is 30 cm long and 14 cm wide. What is the amount of wood needed to frame the diploma?

   Solution:_____

4. The classroom measure 16.5m long by 25.4 m wide. What is the perimeter of the classroom?

   Solution:_____

5. Mary wants to trim the border of her Christmas card with ribbon. The length of the paper is 20.2 cm and the width is 26.7 cm. How much ribbon will she need to buy?

   Solution:_____

6. The front lawn of the school has a strange shape. It measures 5.1m by 2.3m by 5.4m by 2.2m. What is its perimeter?

   Solution:_____

P.O. 6.14.08.01

NAME:_____CLASS:_____DATE:_____

Directions: Find the LCM for L.C.M. each pair of fractions.

(1)

$\frac{2}{5} = \frac{\quad}{45}$ 5, 10, 15, 20, 25, 30, 35, 40, 45, 50...

$\frac{4}{9} = \frac{\quad}{45}$ 9, 18, 27, 36, 45, 54...

(2)

$\frac{2}{3} =$

$\frac{3}{4} =$

(3)

$\frac{7}{8} =$

$\frac{4}{5} =$

(4)

$\frac{2}{3} =$

$\frac{3}{7} =$

(5)

$\frac{5}{6} =$

$\frac{3}{5} =$

(6)

$\frac{3}{10} =$

$\frac{5}{12} =$

$\frac{3}{4} =$

P.C. 6.14.08.02

NAME: _____ CLASS: _____ DATE: _____

Directions: Find the Least Common Denominator for each pair of fractions. Then put an X or an O in the tic-tac-toe box that contains that answer. Continue taking turns until someone wins or the game is tied.

Frankie Fraction

X

$\frac{1}{8}, \frac{5}{24}$

$\frac{2}{5}, \frac{3}{4}$

$\frac{1}{6}, \frac{1}{10}$

$\frac{1}{2}, \frac{1}{3}$

Denise Denominator

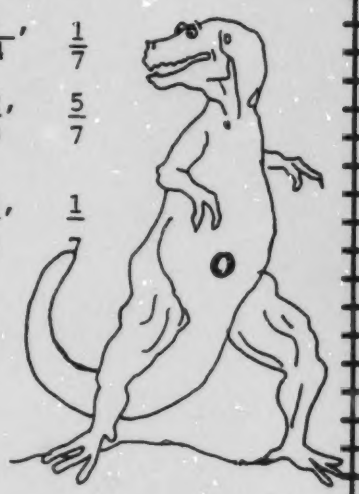
O

$\frac{1}{3}, \frac{2}{5}$

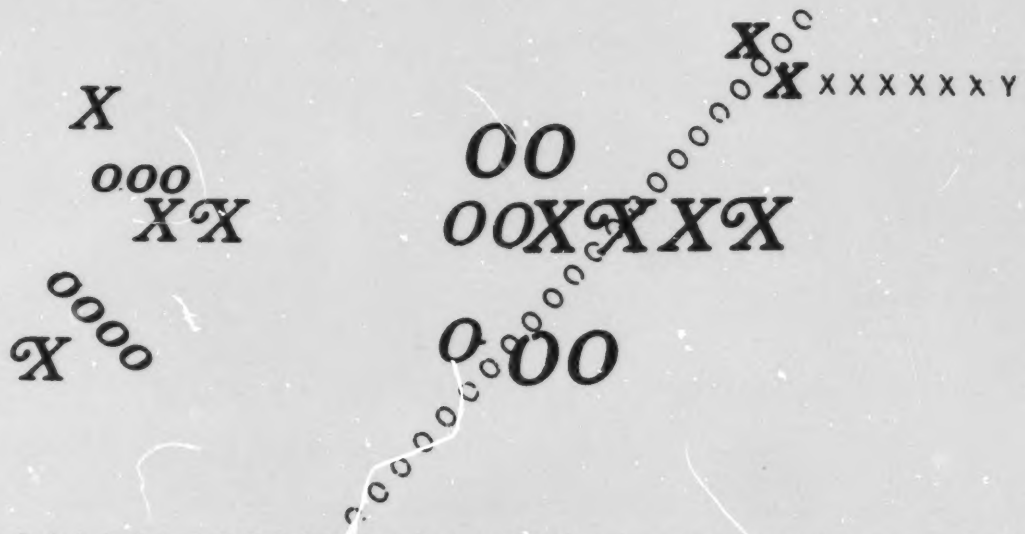
$\frac{3}{14}, \frac{1}{7}$

$\frac{2}{3}, \frac{5}{7}$

$\frac{3}{5}, \frac{1}{7}$



35	21	20
38	24	30
6	14	15



P.O. 6.14.08.03

NAME:_____ CLASS:_____ DATE:_____

Directions: Change each fraction to an equivalent fraction using the denominator given. Find the numerator of the equivalent fraction once on the Bingo card and cross that number off. Continue until you get Bingo.

1. $\frac{1}{5} = \frac{}{15}$
2. $\frac{1}{3} = \frac{}{15}$
3. $\frac{1}{12} = \frac{}{180}$
4. $\frac{11}{12} = \frac{}{180}$
5. $\frac{1}{2} = \frac{}{6}$
6. $\frac{1}{3} = \frac{}{6}$
7. $\frac{5}{12} = \frac{}{180}$
8. $\frac{3}{4} = \frac{}{20}$
9. $\frac{7}{10} = \frac{}{20}$
10. $\frac{1}{6} = \frac{}{30}$
11. $\frac{1}{10} = \frac{}{30}$
12. $\frac{1}{18} = \frac{}{72}$
13. $\frac{5}{24} = \frac{}{72}$
14. $\frac{2}{5} = \frac{}{15}$
15. $\frac{2}{3} = \frac{}{15}$
16. $\frac{4}{5} = \frac{}{15}$
17. $\frac{1}{18} = \frac{}{252}$
18. $\frac{1}{28} = \frac{}{252}$
19. $\frac{1}{2} = \frac{}{14}$
20. $\frac{4}{7} = \frac{}{14}$

15	12	3	165	20
75	18	10	9	15
15	5	FREE SPACE	8	7
24	6	5	14	4
3	14	16	3	2

P.O. 6.14.08.04

NAME: _____ CLASS: _____ DATE: _____

Directions: Change each fraction to an equivalent fraction using the least common denominator for each set of fractions.

Unlike Fractions	LCD	Like Fractions	Unlike Fractions	LCD	Like Fractions
$\frac{7}{12}, \frac{3}{8}$		$\frac{7}{12} =$ $\frac{3}{8} =$	$\frac{1}{3}, \frac{3}{4}$		$\frac{1}{3} =$ $\frac{3}{4} =$
$\frac{5}{6}, \frac{2}{3}$		$\frac{5}{6} =$ $\frac{2}{3} =$	$\frac{9}{10}, \frac{7}{20}$		$\frac{9}{10} =$ $\frac{7}{20} =$
$\frac{4}{5}, \frac{5}{6}$		$\frac{4}{5} =$ $\frac{5}{6} =$	$\frac{1}{3}, \frac{1}{2}, \frac{3}{4}$		$\frac{1}{3} =$ $\frac{1}{2} =$ $\frac{3}{4} =$

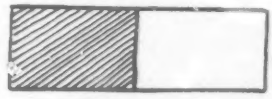
Rename each group as like fractions.

(a.) $\frac{3}{10}, \frac{7}{20}, \frac{11}{50} = \frac{\quad}{100}, \frac{\quad}{100}, \frac{\quad}{100}$

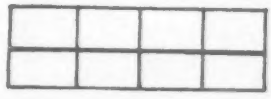
(b.) $\frac{1}{4}, \frac{7}{10}, \frac{5}{8} =$ ___, ___, ___

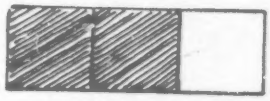
(c.) $\frac{1}{2}, \frac{3}{5}, \frac{4}{9} =$ ___, ___, ___

Shade an amount of the second diagram equivalent to the shaded amount in the first diagram.

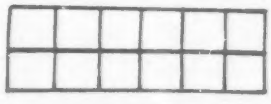


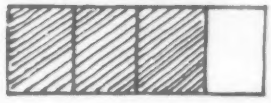
$\frac{1}{2} = \frac{\quad}{8}$



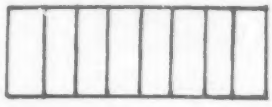


$\frac{2}{3} =$ ___





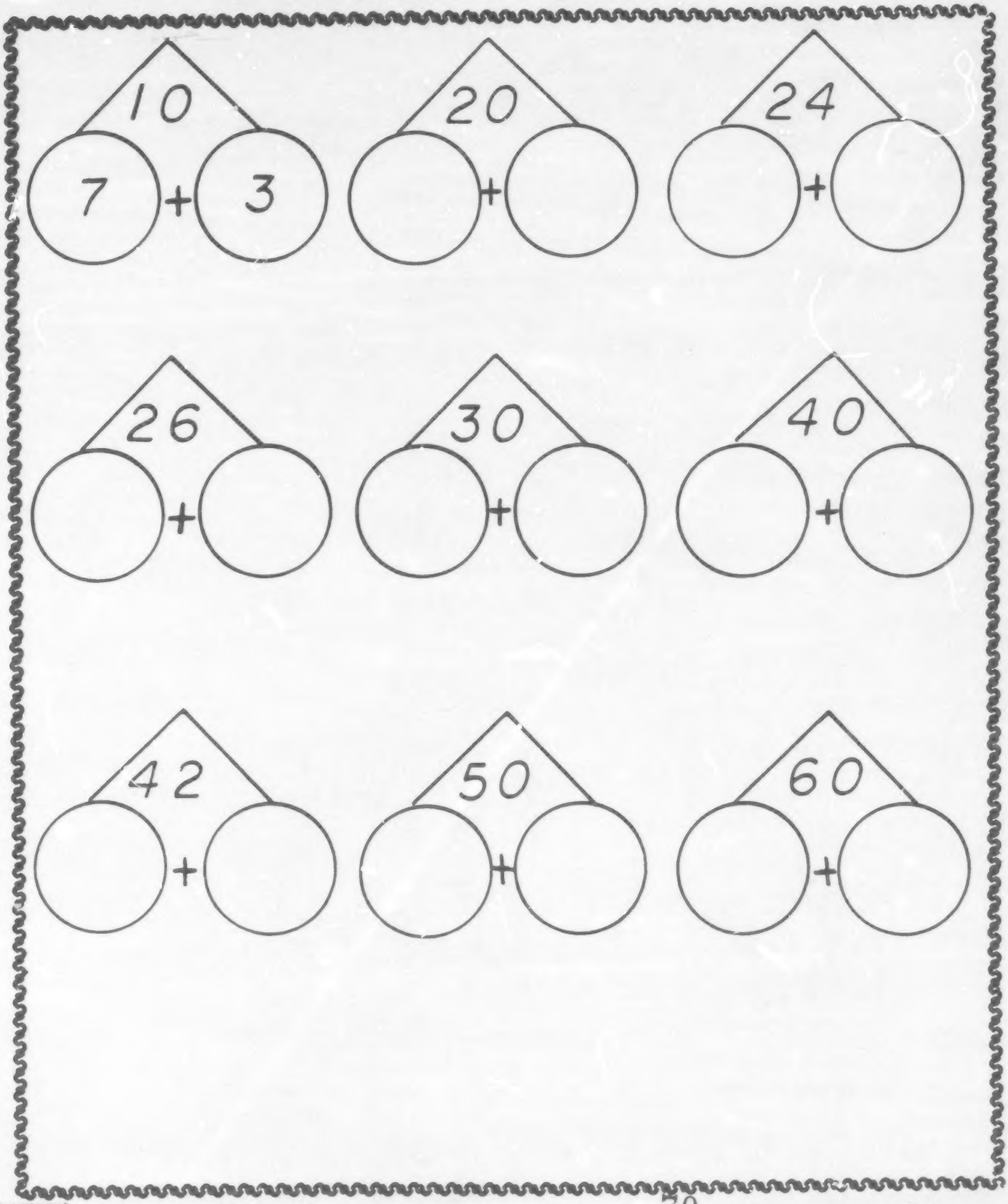
$\frac{3}{4} =$ ___



P.O. 6.06.01.01

NAME: _____ CLASS: _____ DATE: _____

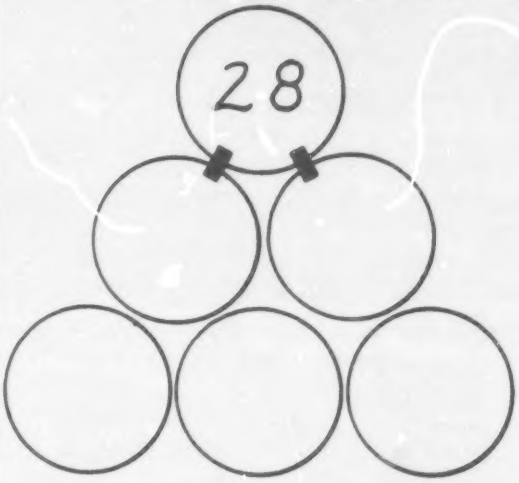
Directions: Rename the following numbers as the sum of two primes.
The first one is done for you.



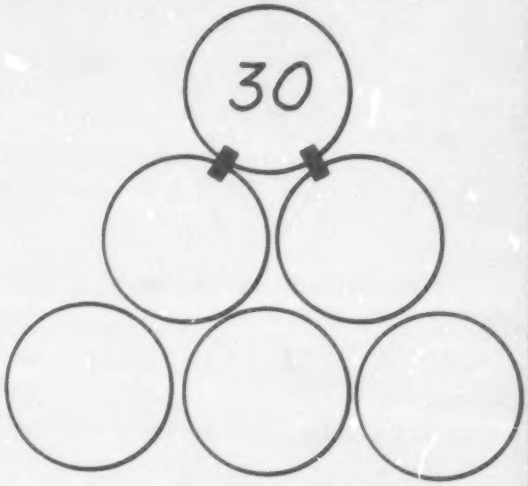
P.O. 6.06.01.02

NAME:_____CLASS:_____DATE:_____

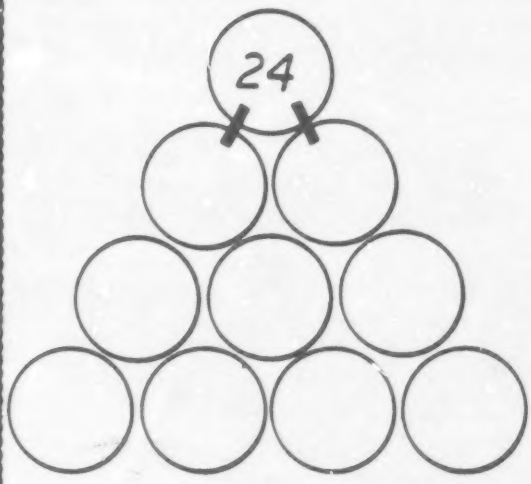
Complete the factor trees and write the prime factorizations for each number.



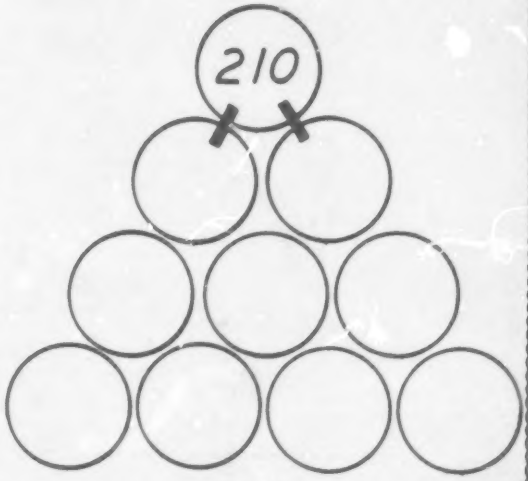
28 = ☐ x ☐ x ☐



30 = ☐ x ☐ x ☐



24 = ☐ x ☐ x ☐

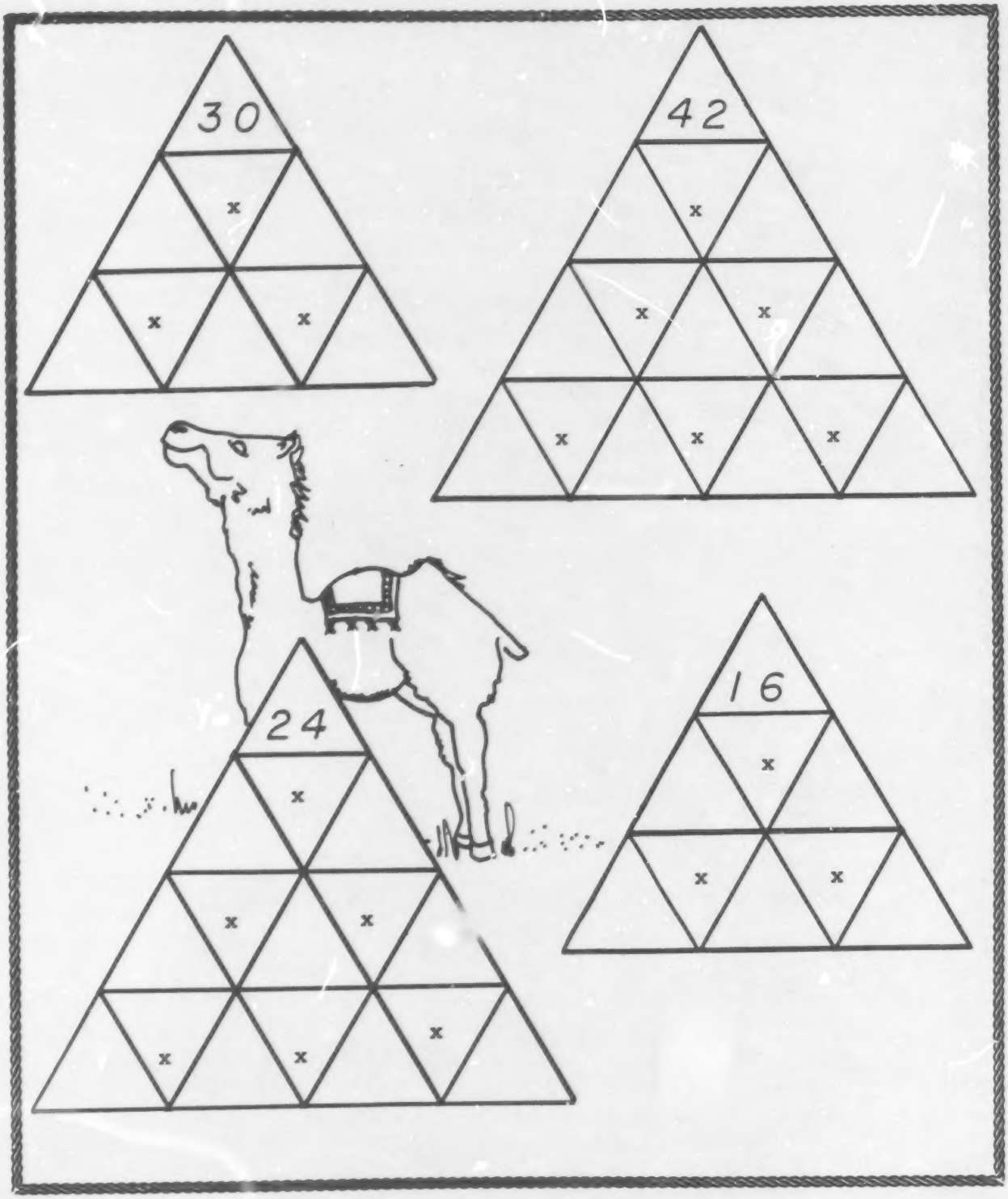


210 = ☐ x ☐ x ☐

P.O. 6.06.01.03

NAME: _____ CLASS: _____ DATE: _____

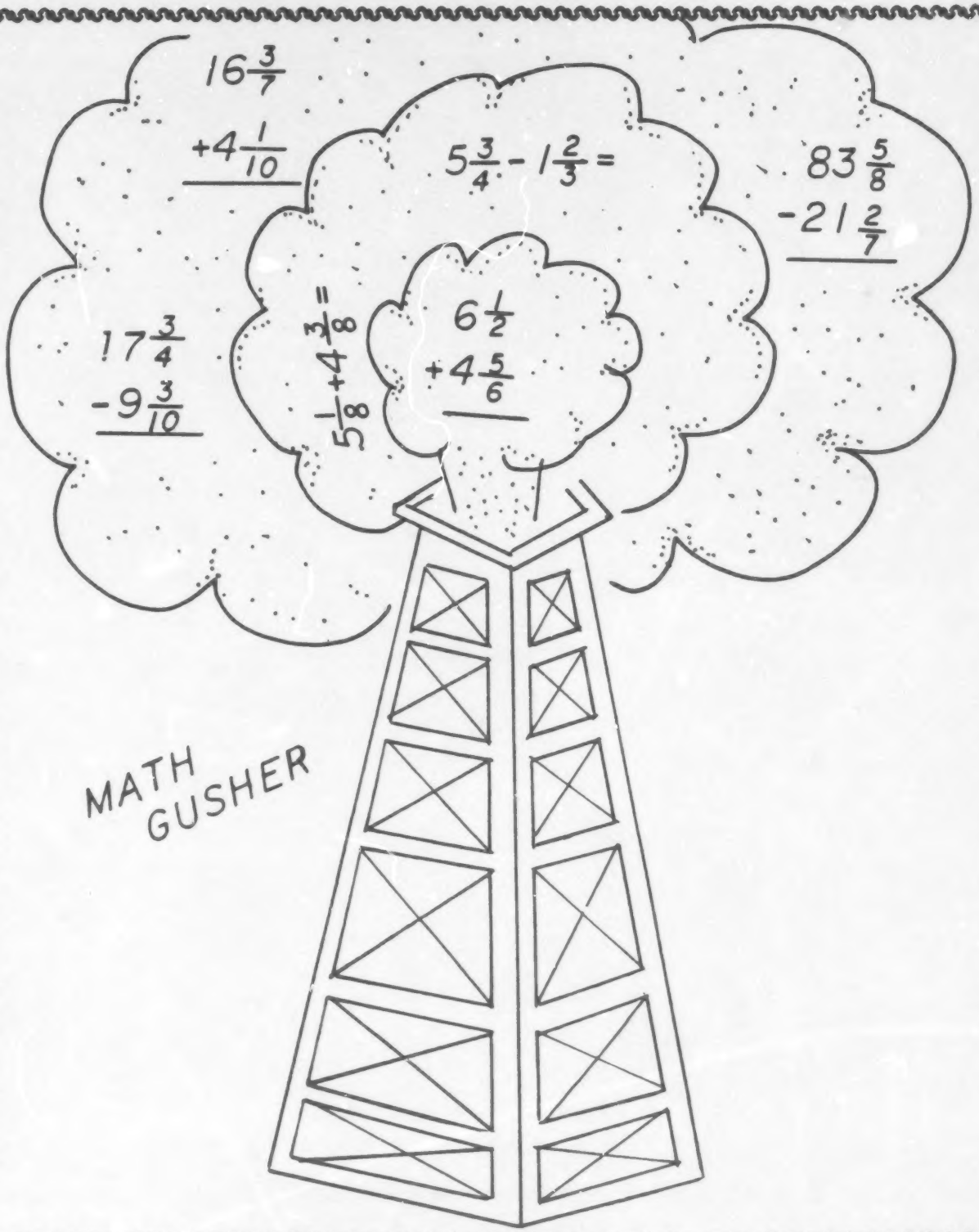
Directions: Find the prime factorizations for each of the following numbers.



P.O. 6.06.02.01

NAME: _____ CLASS: _____ DATE: _____

Directions: Estimate each sum or difference; then calculate the answer.



P.O. 6.06.02.02

NAME:_____CLASS:_____DATE:_____

Direction: Solve each problem by first estimating and then computing the sum or difference.

1. Sam worked at the bakery 8 1/2 hours on Monday and 12 3/4 hours Tuesday. How many hours did he work all together both days?

2. The bakery sold 6 3/4 dozen chocolate cookies one week and 9 2/3 dozen chocolate cookies the next week. How many chocolate cookies did the bakery sell during both weeks?

3. At the beginning of the week there were 5 3/4 bags of flour in the bakery. By the end of the week only 1 2/3 bags were left. How many bags were left. How many bags were used that week?

4. That same week they used 18 3/4 pounds of chocolate chips. If they started with 78 1/2 pounds of chocolate chips, how many were left?

P.O. 6.06.03.01

NAME: _____ CLASS: _____ DATE: _____

Find each missing number below. Write the letter of that problem in the blank space above its answer on the bottom of the page. The message will spell out the answer to the question "Where did all the gophers go when Manhattan became filled with skyscrapers?"

A. $7 = 6\frac{\square}{5}$

B. $5 = 4\frac{\square}{3}$

D. $18 = 17\frac{\square}{10}$

E. $21 = 20\frac{\square}{8}$

H. $10 - 4\frac{2}{3}$

M. $12 - 9\frac{1}{4}$

N. $50 - 18\frac{5}{6}$

O. $100 - 18\frac{2}{3}$

R. $10 - 5\frac{1}{2}$

T. $3 - 1\frac{3}{4}$

U. $11 - 2\frac{2}{3}$

V. $5 - 3\frac{1}{4}$

W. $95 - 4\frac{1}{3}$

THEY

$2\frac{3}{4}$	$81\frac{1}{3}$	$1\frac{3}{4}$	8	10	$1\frac{1}{4}$	$81\frac{1}{3}$	5	$31\frac{1}{6}$	$81\frac{1}{3}$	$1\frac{1}{4}$	$5\frac{1}{3}$	8	$4\frac{1}{2}$

3	$8\frac{1}{3}$	$4\frac{1}{2}$	$4\frac{1}{2}$	$81\frac{1}{3}$	$90\frac{2}{3}$

P.O. 6.06.03.02

NAME: _____ CLASS: _____ DATE: _____

I. Complete each of the following

1. $3\frac{1}{5} = 2\frac{\square}{5}$

2. $7 = 6\frac{\square}{3}$

3. $8\frac{5}{6} = 7\frac{\square}{6}$

4. $7\frac{3}{4} = 6\frac{\square}{4}$

5. $3\frac{1}{4} = 2\frac{\square}{4}$

6. $12\frac{7}{8} = 11\frac{\square}{8}$

II Where does a millionaire always sign his checks? To see the answer, subtract, find the answer below and write the letter of the problem above the space.

A) $22\frac{1}{2} - 8\frac{3}{4}$

B) $5\frac{1}{4} - 2\frac{2}{5}$

E) $6\frac{1}{3} - 2\frac{5}{6}$

H) $5\frac{3}{8} - 2\frac{5}{6}$

M) $4\frac{1}{5} - 3\frac{5}{6}$

O) $7\frac{5}{6} - 6\frac{7}{8}$

T) $7\frac{1}{2} - 4\frac{3}{4}$

Bank of Dollars & Sense 9/30/84

Pay $1,000,000

Amount 1 Million

J.M. Richman
Signature

$13\frac{3}{4}$	$2\frac{3}{4}$	$2\frac{3}{4}$	$2\frac{13}{24}$	$3\frac{1}{2}$	$2\frac{17}{20}$	$\frac{23}{24}$	$2\frac{3}{4}$	$2\frac{3}{4}$	$\frac{23}{24}$	$\frac{11}{30}$

P.O. 6.06.03.03

NAME: _____ CLASS: _____ DATE: _____

1. Solve and check.

1. $3\frac{11}{24}$
$-\ 1\frac{1}{2}$

2. $4\frac{1}{2}$
$-\ 3\frac{2}{3}$

3. $14\frac{13}{12}$
$-\ 3\frac{5}{8}$

4. $7\frac{1}{8}$
$-\ 2\frac{1}{3}$

11. The sum of the 3 numbers in each horizontal, vertical, or diagonal row is the same. Find the missing numbers. (Hint: The sum of the numbers along the diagonal is $4\frac{2}{3} + 3\frac{1}{2} + 2\frac{1}{3} = 10\frac{1}{2}$.)

$4\frac{2}{3}$		
$3\frac{11}{24}$	$3\frac{1}{2}$	
		$2\frac{1}{3}$

P.O. 6.06.03.04

NAME: _____ CLASS: _____ DATE: _____

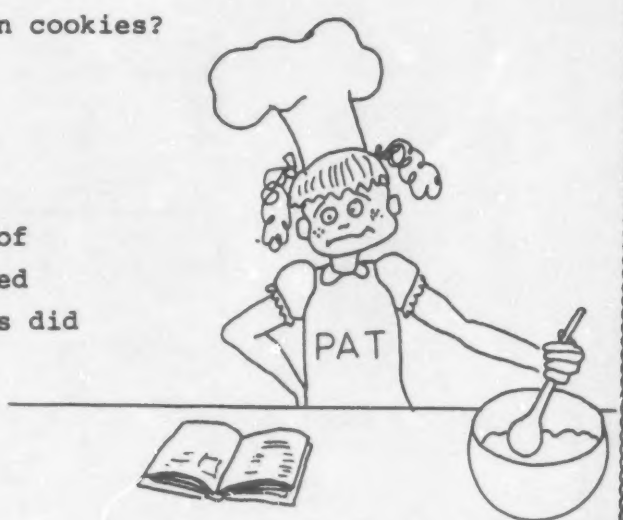
Directions: Solve and check.

(1) Pat baked a special birthday cake for a customer. She used $2\frac{1}{2}$ cups of sugar. She started with $4\frac{1}{12}$ cups of sugar. How much sugar was left?

(2) Pat baked $2\frac{3}{4}$ dozen chocolate cookies and $5\frac{1}{3}$ dozen peanut butter cookies. How many more dozen peanut butter cookies did she bake than chocolate cookies?

(3) Pat baked for $3\frac{1}{2}$ hours on Monday. She baked cookies for $1\frac{3}{4}$ of those $3\frac{1}{2}$ hours. How many hours was she baking something other than cookies?

(4) The bakery had $12\frac{2}{3}$ pounds of rainbow sprinkles. The used $4\frac{3}{4}$ pounds. How many pounds did they have left?



P.O. 6.10.02.01

NAME: _____ CLASS: _____ DATE: _____

Directions: Complete the chart and follow the answers obtained to draw a path through the maze.

Time	Convert To Minutes	Answer
4hrs 2mins	(4x60)+2	242
7hrs 6mins	(7x60)+6	
2hrs 38mins		
1hr 17mins		
9hrs 12mins		
3hrs 20mins		
8hrs 30mins		
11hrs 7mins		
23hrs 2mins		
5hrs 49mins		
10hrs 19mins		
14hrs 24mins		
2hrs 58mins		
19hrs 3mins		
13hrs 35mins		

242 mins, 426 mins, 212 mins, 425 mins, 156 mins, 300 mins, 158 mins, 215 mins, 6 mins, 81 mins, 214 mins, 77 mins, 190 mins, 552 mins, 86 mins, 200 mins, 667 mins, 180 mins, 510 mins, 1382 mins, 500 mins, 368 mins, 394 mins, 219 mins, 619 mins, 945 mins, 846 mins, 864 mins, 100 mins, 178 mins, 201 mins, 180 mins, 817 mins, 1143 mins, 1002 mins, 805 mins, 815 mins

P.O. 6.10, 02.02

NAME:_____CLASS:_____DATE:_____

I. Multiply. Always convert the smaller units to larger units, where possible.

II. Solve the verbal problems.

I.

1. 2 pounds 3 ounces

x 8

2 pounds 24 ounces

1 pound 8 ounces

3 pounds 8 ounces

2. 1 pound 15 ounces

x 6

3. 7 pounds 8 ounces

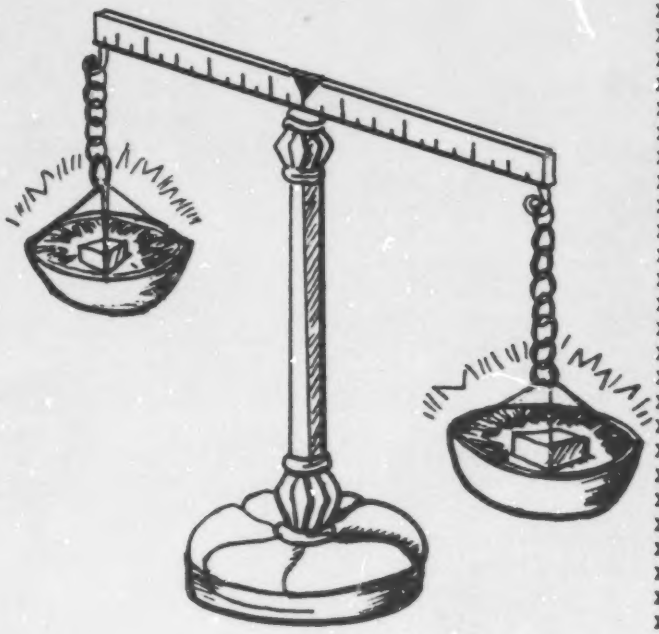
x 9

4. 4 pounds 4 ounces

x 5

5. 5 pounds 1 ounce

x 7



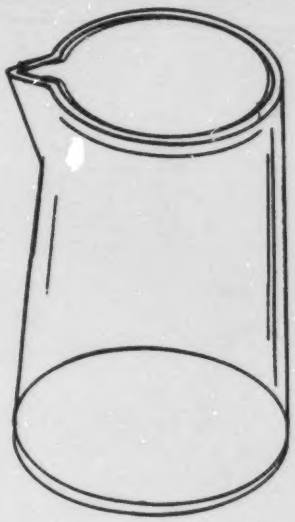
P.O. 6.10.02.03

NAME: _____ CLASS: _____ DATE: _____

Directions: Part I. Match the corresponding letter to the correct numeral.
Part II. List at least four different ways (using at least 2 different units together) that two gallons can be expressed.

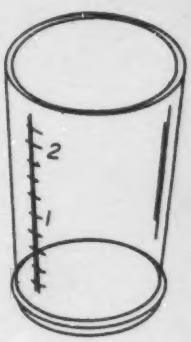
Part I

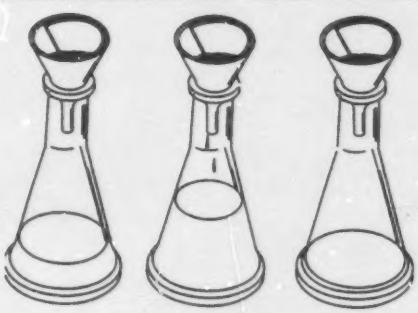
(d)	(1) 1 gallon	(a) 64 fluid ounces
___	(2) 1 cup	(b) 24 pints
___	(3) 1 pint	(c) 2 pints
___	(4) 1 quart	(d) 4 quarts
___	(5) 2 quarts	(e) 2 cups
___	(6) 3 gallons	(f) 8 fluid ounces

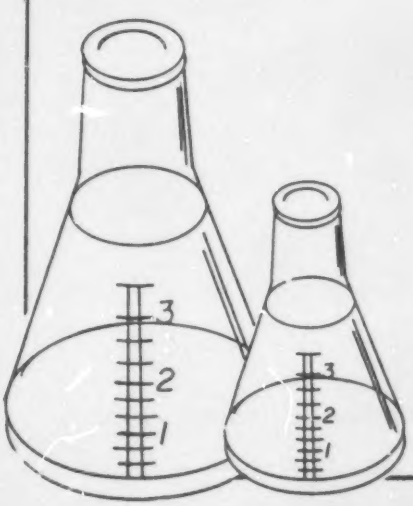


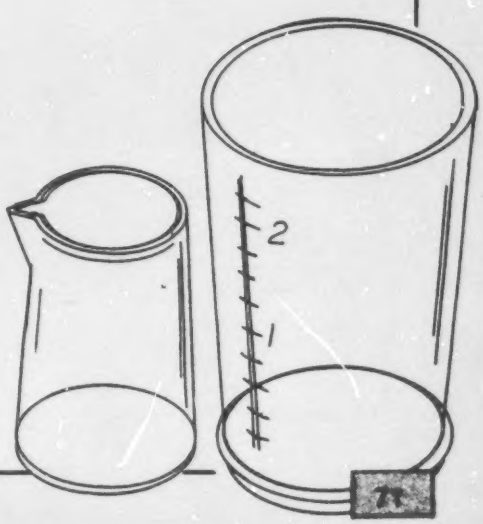
Part II

	Gallons	Quarts	Pints	Cups
a.	2 =	4	8	
b.	2 =			
c.	2 =			
d.	2 =			
e.	2 =			









P.O. 6.14.09.01

NAME: _____ CLASS: _____ DATE: _____

Directions: I. Write the decimal.
II. Complete the number sentences.

I.

a.	seven tenths	.7	k.	four and four tenths	
b.	nine tenths		l.	three and seven tenths	
c.	eight hundredths		m.	nine and six tenths	
d.	six tenths		n.	five and twenty hundredths	
e.	four hundredths		o.	one and fourteen hundredths	
f.	five tenths		p.	six and sixty-five hundredths	
g.	nine hundredths		q.	two and forty-one hundredths	
h.	one tenth		r.	eight and eleven hundredths	
i.	three hundredths		s.	seven and twenty-nine hundredths	
j.	one hundredth		t.	five and thirty-two hundredths	

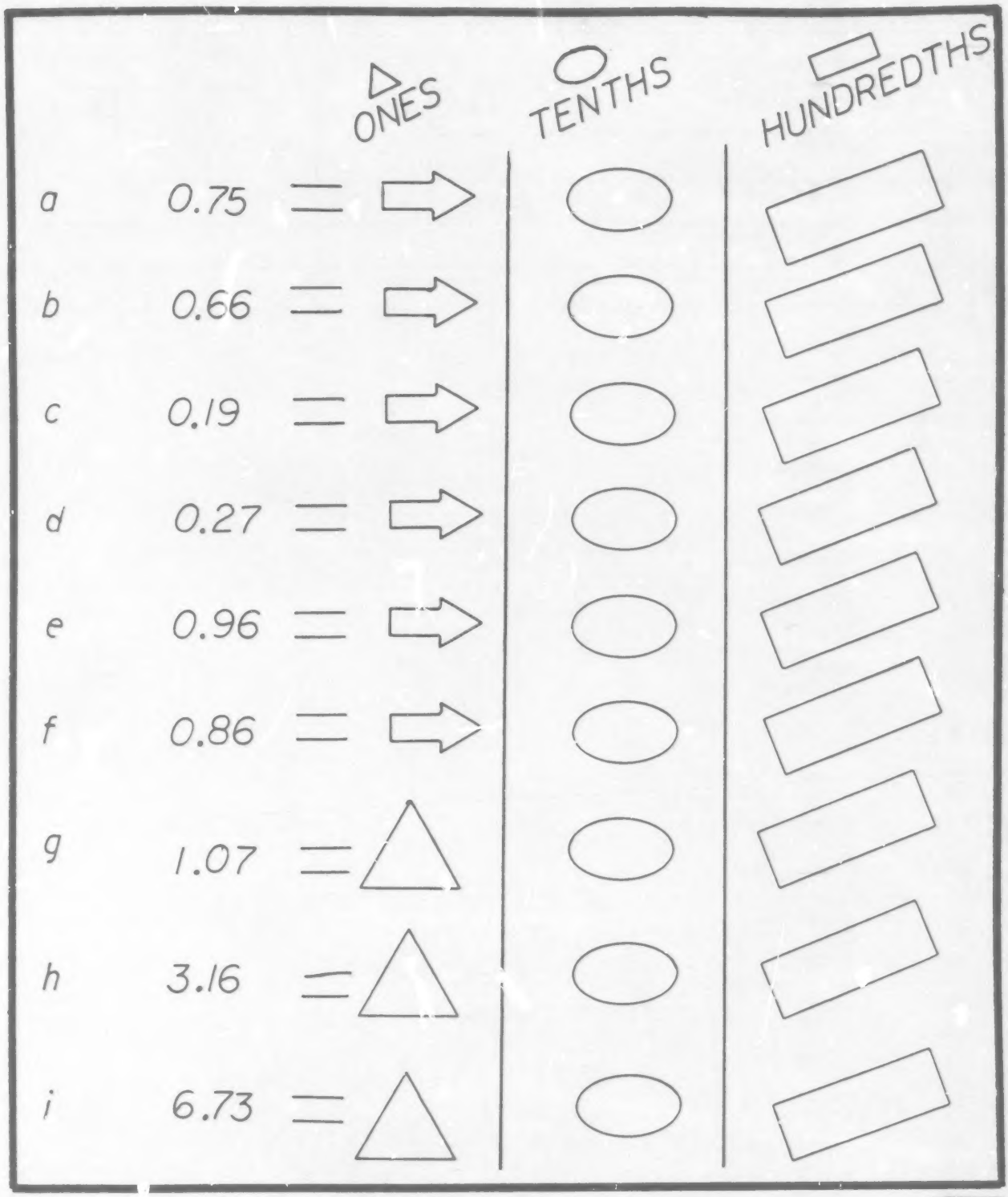
II.

		tens	ones	tenths	hundredths
a.	.27			2	7
b.	.64				
c.	.46				
d.	.99				
e.	.82				
f.	1.29				
g.	2.64				
h.	5.09				
i.	12.15				
j.	29.95				

P.O. 6.14.09.02

NAME: _____ CLASS: _____ DATE: _____

Directions: Complete this chart.



P.O. 6.10.03.01

NAME: _____ CLASS: _____ DATE: _____

Directions: I. Complete the chart.
II. Write the word name for the equivalent metric measure.

I.

Prefix	Kilo	hecto	deka	Unit	deci	centi	milli
Value	1000			1			
	Kilometer			meter			
	Kiloliter			liter			
	Kilogram			gram			

II.

1) 10 meters dekameter
2) 100 meters _____
3) 1000 liters _____
4) 10 grams _____
5) 1000 meters _____
6) .01 of a liter _____
7) .001 of a meter _____
8) 10 liters _____
9) 1000 grams _____
10) .1 of a gram _____
11) .01 of a meter _____
12) .001 of a liter _____
13) 100 liters _____
14) 100 grams _____

74

P.O. 6.10.03.02

NAME:_____CLASS:_____DATE:_____

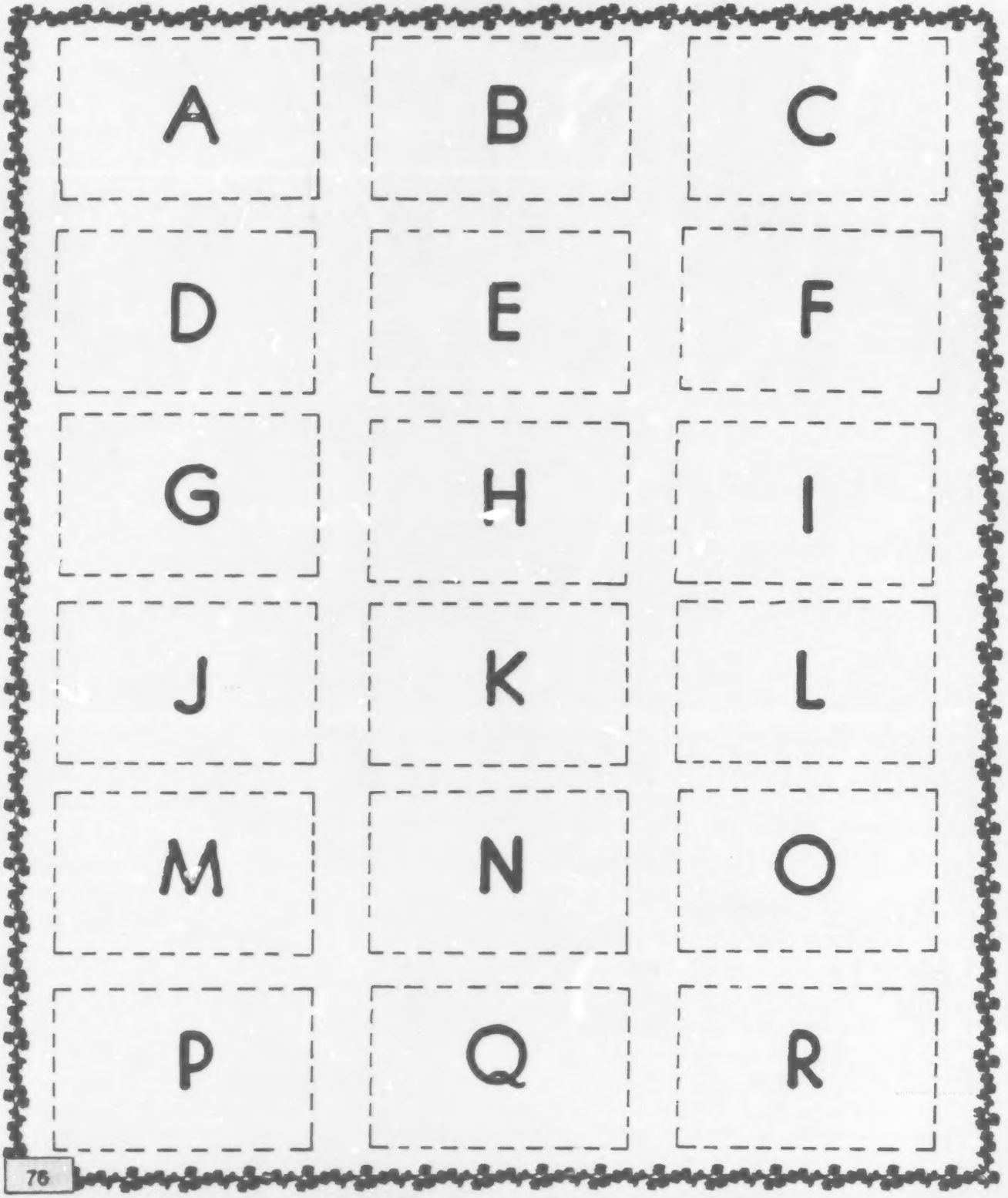
Directions: Draw a line from Column A to Column B

CUSTOMARY MEASUREMENT	METRIC MEASUREMENT
A mile is	about 2.5 cm
An inch is	a little less than half a kilogram
A foot is	a little less than a liter
A pound is	about 30 cm
A quart is	about 1.6 km

P.O. 6.07.01.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Play Fraction-Decimal Concentration. Find the decimal and fraction cards which are equivalent.



76

P.O. 6.07.01.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Play Fraction-Decimal Concentration. Find the decimal and fraction cards which are equivalent.

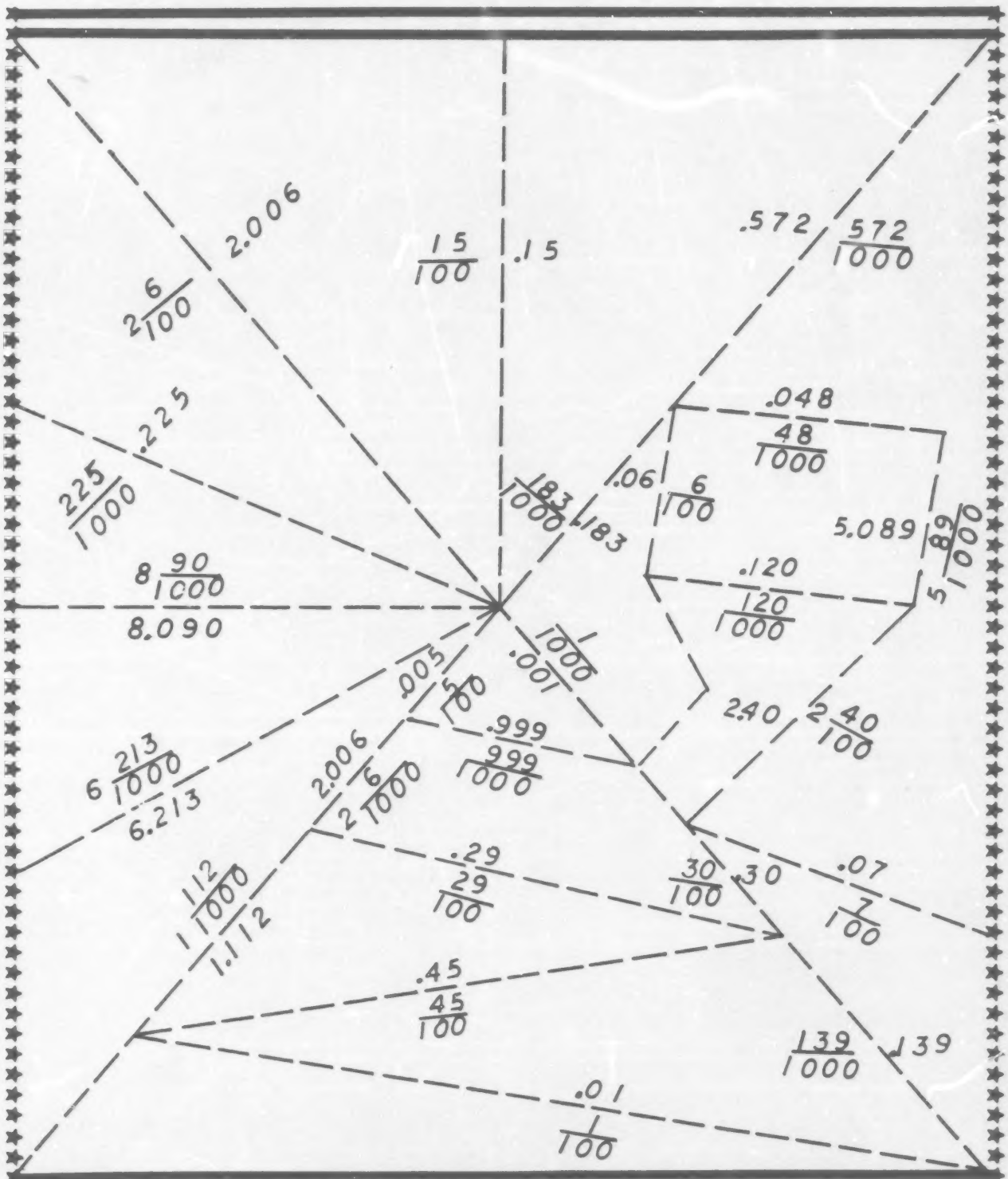
.24	$\frac{3}{4}$	.75
$\frac{1}{4}$	.25	$\frac{4}{50}$
.80	$\frac{2}{25}$	.32
$\frac{1}{2}$	.50	$\frac{4}{25}$
$\frac{2}{50}$	.20	.16
$\frac{3}{25}$	.12	$\frac{12}{50}$

77

P.O. 6.07.01.02

NAME:_____ CLASS:_____ DATE:_____

Directions: Change the fractions into decimals making sure to reduce them to lowest terms if necessary. (Proceed to next page.)



P.O. 6.07.01.02

NAME:_____CLASS:_____DATE:_____

Directions: Cut and match the decimal to the fraction. Flip the pieces when completed. If your answers are correct, you will find the hidden picture.

P.O. 6.07.01.03

NAME:_____CLASS:_____DATE:_____

Directions: I. Change the fractions to equivalent decimal fractions. Complete to three places and then round to the nearest hundredth.

I

(1) $\frac{3}{7}$ = .43 or 42 $\frac{4}{7}$

(2) $\frac{2}{9}$

(3) $\frac{4}{11}$

(4) $\frac{5}{12}$

(5) $\frac{6}{13}$

(6) $\frac{1}{14}$

(7) $\frac{7}{15}$

(8) $\frac{3}{16}$

(9) $\frac{2}{17}$

(10) $\frac{1}{18}$

II

Match the equivalent decimal to the fraction.
Complete to three places and then round to the nearest hundredth.

(11) $\frac{7}{12}$	(a) .44	(16) $\frac{3}{13}$	(f) .45
(12) $\frac{6}{7}$	(b) .47	(17) $\frac{4}{15}$	(g) .05
(13) $\frac{1}{14}$	(c) .58	(18) $\frac{1}{21}$	(h) .27
(14) $\frac{7}{16}$	(d) .86	(19) $\frac{5}{11}$	(i) .23
(15) $\frac{9}{19}$	(e) .07	(20) $\frac{8}{9}$	(j) .89

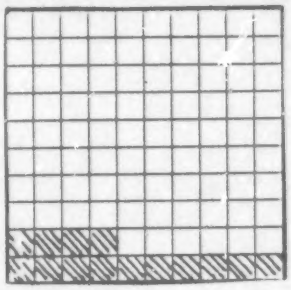
80

P.O. 6.07.02.01

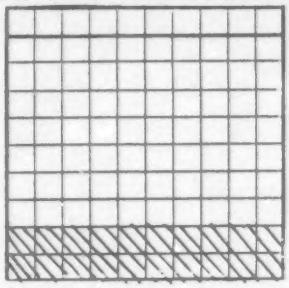
NAME: _____ CLASS: _____ DATE: _____

Directions: Write the number of shaded squares in decimal notation. Compare the decimal numerals using > or < symbols.

I.



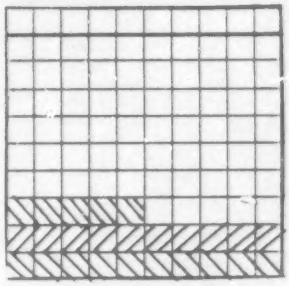
0.14 SQUARES SHADED



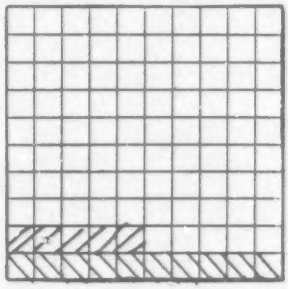
0.20 SQUARES SHADED

0.14 ◯ 0.20

A



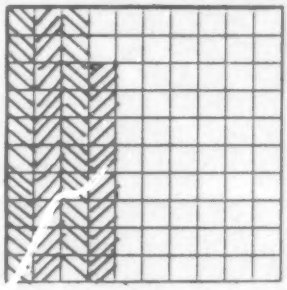
___ SQUARES SHADED



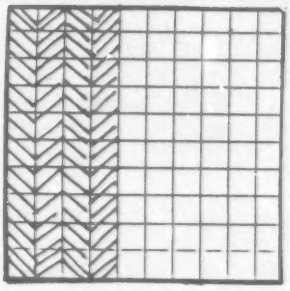
___ SQUARES SHADED

___ ◯ ___

B



___ SQUARES SHADED



___ SQUARES SHADED

___ ◯ ___

II.

1) 5.04 ___ 5.03
2) 0.38 ___ 0.83
3) 8.7 ___ 8.12
4) 0.24 ___ 1.08
5) 0.07 ___ 0.12
6) 0.5 ___ 0.499
7) 1.31 ___ 1.09
8) 0.908 ___ 0.98
9) 0.81 ___ 0.081
10) 0.005 ___ 0.05

81

P.O. 6.07.02.02

NAME: _____ CLASS: _____ DATE: _____

Solve:

1. Randy has a jump rope that measures 0.75 m. Janice has a jump rope that measures 0.67 m. Who has the longer jump rope?

   _____

2. Tony lives 27.6 km from the library. Alan lives 27.9 km from the library. Who lives the farthest from the post office?

   _____

3. Store A sells a liter bottle of soda for $1.39. Store B sells a liter bottle of soda for $1.27. Which store has the better buy?

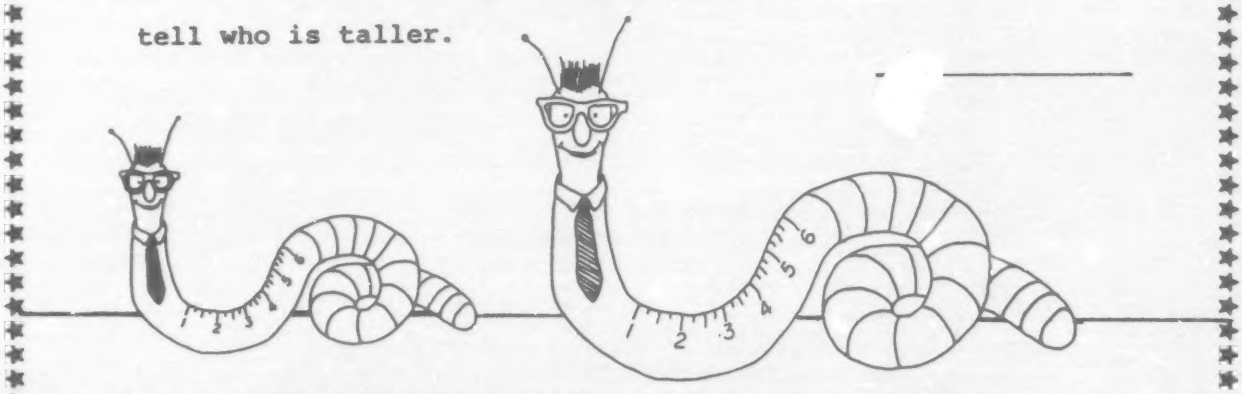
   _____

4. A chef measured 0.13 g of salt for an egg recipe and 0.2 g of salt for a salad recipe. In which recipe was more salt used?

   _____

5. Mary is 147.32 centimeters tall. Susan is 147.52 centimeters tall. Write a number sentence using the symbol > or < to tell who is taller.

   _____



P.O. 6.07.03.01-02

NAME:_____ CLASS:_____ DATE:_____

Round to the nearest whole number.

a) 24.6 _____ (b) 5.2 _____ (c) 246.95 _____ (d) 16.97 _____

Round to the nearest tenth.

a) 7.13 _____ (b) 2.65 _____ (c) .84 _____ (d) 5.78 _____

Round to the nearest hundredth.

a) 1.982 _____ (b) .468 _____ (c) .213 _____ (d) 27.049 _____

P.O. 6.07.04.01

NAME: _____ CLASS: _____ DATE: _____

Directions: Change each percent to a decimal.

1. 12 % 0.12

2. 78 %

3. 2 %

4. 48 %

5. 100 %

6. 9 %

7. 32 %

8. 50 %

9. 40 %

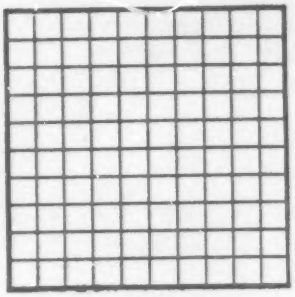
10. 30 %

84

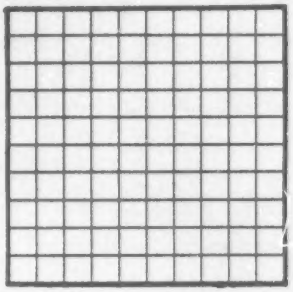
P.O. 6.07.04.02

NAME: _____ CLASS: _____ DATE: _____

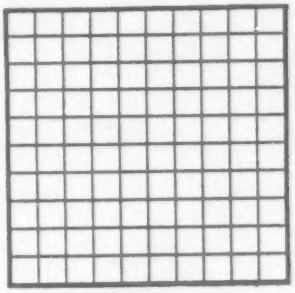
I. Shade in the given percent on each square.



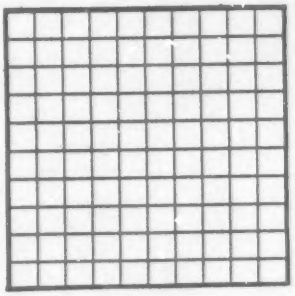
Shade 4%



Shade 27%



Shade 50%



Shade 62%

II. Complete each of the following.

$\frac{1}{2}$ = _____ %

0.54 = _____ %

0.80 = _____ %

$\frac{4}{5}$ = _____ %

$\frac{3}{4}$ = _____ %

1.68 = _____ %

0.05 = _____ %

13.3 = _____ %

$\frac{3}{5}$ = _____ %

2.55 = _____ %

85

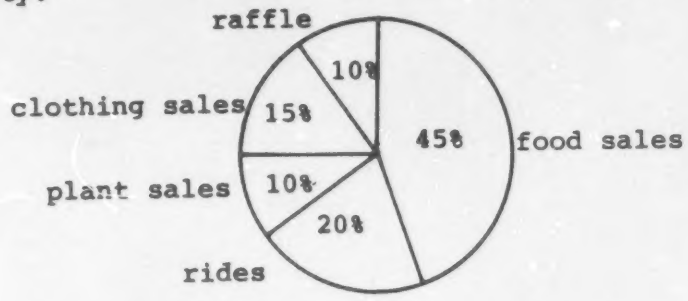
P.O. 6.07.04.03

NAME:_____ CLASS:_____ DATE:_____

Directions: I. Calculate the amount of money that was raised from each activity at the Block Party.
II. Solve the problems.

I.

The Oak Street Block Party raised $750.00 for neighborhood improvement. The circle graph shows what percent of the money was raised by different activities. How much money was raised from each activity?



a) food sales _____

b) clothing sales _____

c) raffle _____

d) rides _____

e) plant sales _____

II.

1) 100 people attended the school play. Twenty-five were youngsters. What percent of the audience were youngsters?

answer: _____

2) Bob's record collection totals 125 records. 50 records are rock music. What percent are rock?

answer: _____ _____

3) John planted 60 corn plants. Forty-five were destroyed by insects. What percent were destroyed?

answer: _____

4) There are 24 cans of soda in the refrigerator. Six of the sodas are root beer. What percent are root beer?

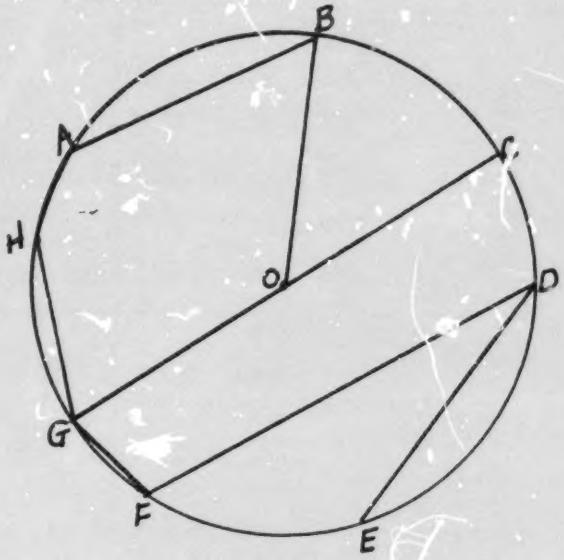
answer: _____

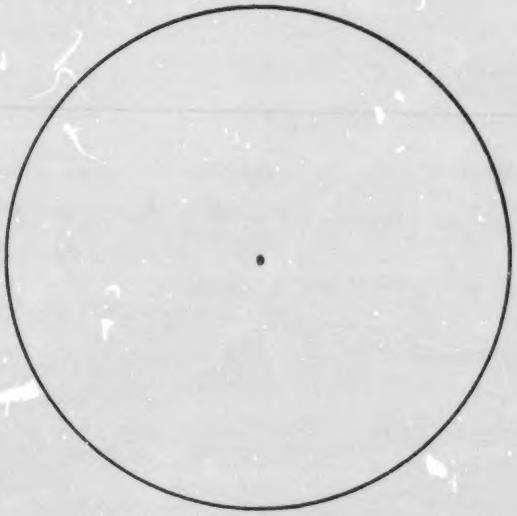
86

P.O. 6.09.01.01

NAME:_____ CLASS:_____ DATE:_____

Directions: Classify the lines as radius, diameter or chord. Make a design inside the circle using 12 chords. No radii or diameters permitted.

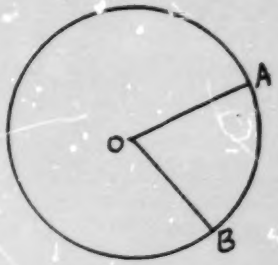


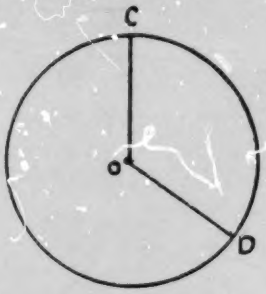


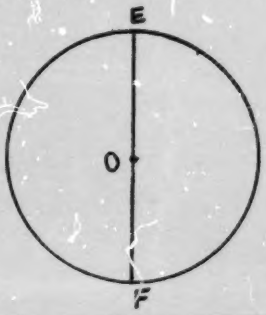
P.O. 6.09.01.02

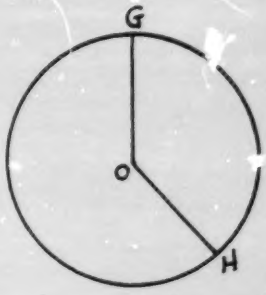
NAME: _____ CLASS: _____ DATE: _____

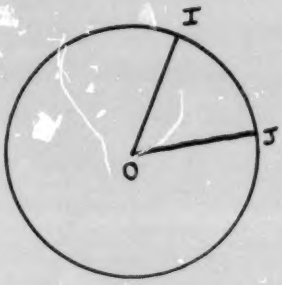
Directions: Identify the central angles on the worksheet: acute, right, obtuse, or straight.

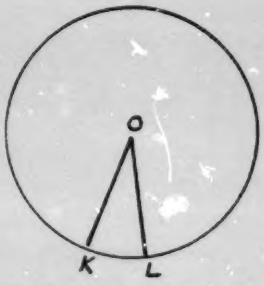


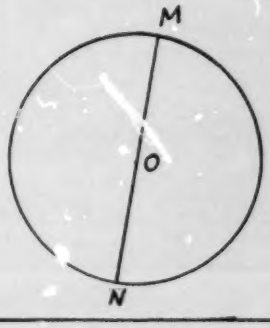


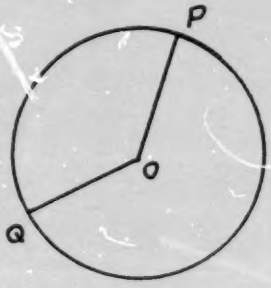


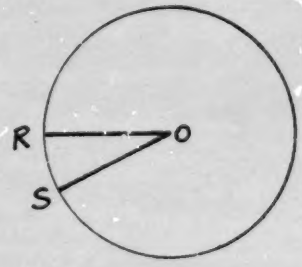




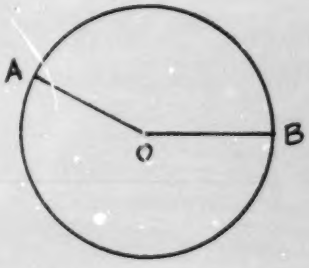


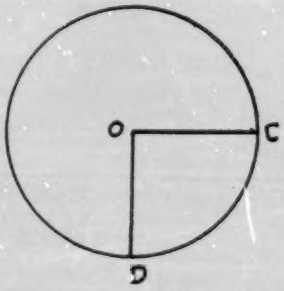


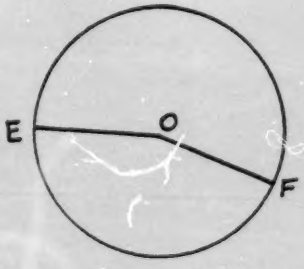




Could these three angles be put together to make a circle?
If not - why not?







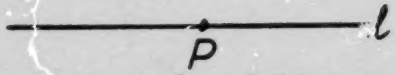
P.O. S.09.01.03

NAME: _____ CLASS: _____ DATE: _____

Directions: Draw the angles of various degrees using your protractor.

A. Using line l as one ray and point P as a vertex draw:

an angle of 40°



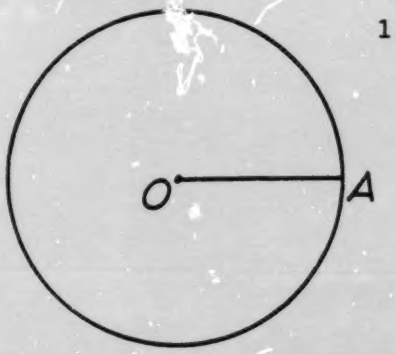
an angle of 120°

an angle of 90°

B. Use point V as vertex and draw two 90° angles side by side.

C. Use O as the vertex and OA as the first side, draw these angles attached to each other.

150°
90°
120°



D. Use A as a vertex and draw these angles attached to each other. 80° and 60°.

How many degrees are in the 3rd angle?